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ABSTRACT

Part of a series of competency-based test materials for grades six through ten, this test booklet for seventh graders contains multiple-choice questions designed to aid in the evaluation of the pupils' library skills. Accompanied by a separate booklet of illustrations which are to be used in conjunction with the questions, the test covers the following skill clusters: (1) location of resources, (2) understandings about materials, (3) using the card catalog, (4) general reference skills, (5) using dictionaries, (6) using encyclopedias, (7) using almanacs, (8) using atlases, and (9) using newspaper, magazine, and periodical indexes. Objectives for each of the clusters are identified. (FM)

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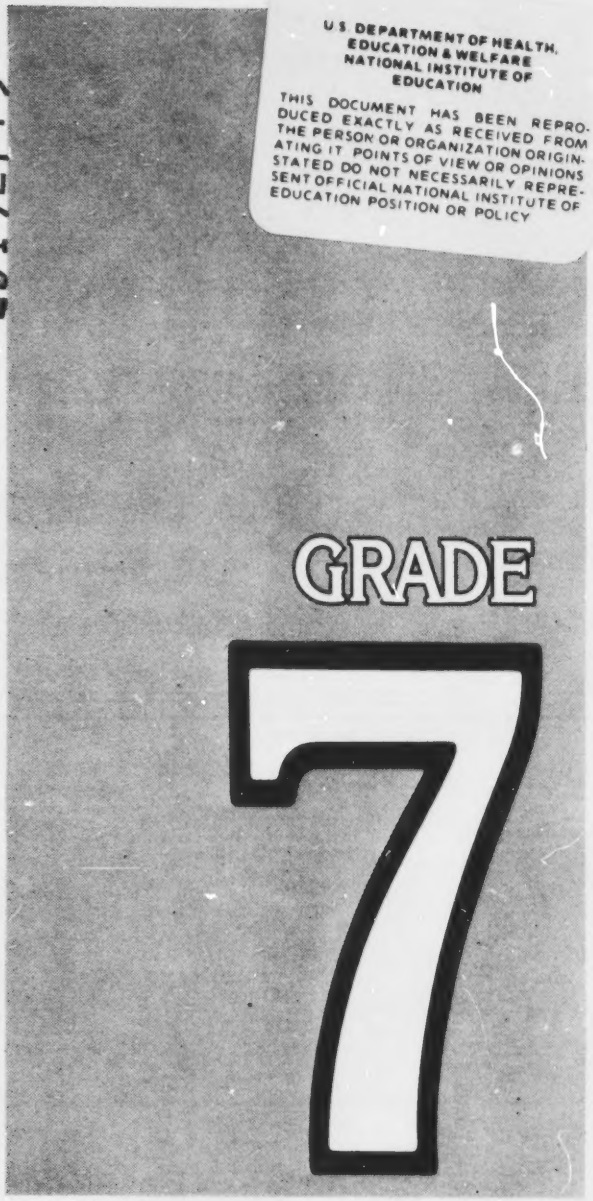
# Criterion Referenced Inventory




Department of Instructional Resources
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

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## DIRECTIONS TO STUDENTS

1. Read each question carefully.
2. Be careful to note any additional directions for the use of illustrations (for example, sample book pages, drawings, cards).
3. Choose the best answer from the four answers given.
4. Mark the best answer on your answer sheet.
5. Do not mark on the test or in the student illustration booklet.

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SEP 2 1980

## ACKNOWLEDGMENTS

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# INTRODUCTION

The Criterion Referenced Assessment Banks and the Criterion Referenced Inventories were developed by the Montgomery County Public Schools Department of Instructional Resources as part of a comprehensive program of media skills. These evaluation tools represent one component of a unified media program concept which originated in the 1960's, when a concerted effort was made to transform the traditional school library into a unified media center.

In the late 60's and early 70's, the concept of a unified media program was further developed by interrelating media skills instruction with the overall MCPS curriculum.

In 1971, the Department of Educational Media and Technology, now the Department of Instructional Resources, initiated work on a media skills project a) to teach students the necessary skills to learn effectively through the utilization of media resources and b) to help students become independent users and producers of media.

In 1975, as a continuing effort to improve skills instruction, a Scope and Sequence Chart of Instructional Objectives for Media Research and Communication Skills was developed in draft form; and sample assessment measures were provided as models to be used by media specialists and teachers in developing their own assessment measures. In 1978, this chart was revised and produced as the *Instructional Objectives for Information Retrieval and Media Production* referred to as the "Blue Book." The document was included in the Multidisciplinary Programs section of the 1979 MCPS *Program of Studies.*

Recognizing the need to help media specialists in the planning and implementation of the *Instructional Objectives for Information Retrieval and Media Production,* the Department of Instructional Resources initiated the development of several supporting components. These included increased assistance to media specialists in planning with teachers; the continuing production of media skills activities; the development of a school-wide annual plan of media instruction; and the production of assessment measures to diagnose students' acquisition of the skills outlined in the "Blue Book." It is the assessment component which ultimately led to the development of the Criterion Referenced Assessment Banks and Criterion Referenced Inventories.

In the summer of 1979, a committee selected by the Department of Instructional Resources developed two diagnostic instruments to be used with students in Grades Six and Nine in determining where additional instruction is apt to be needed by each student for the mastery of media skills by the end of Grades Six and Nine. The committee was guided by the following recommendations:

- Items should be written for those objectives considered essential for students' success in Grades Seven and Ten.

- Materials referred to, or illustrations used in conjunction with the items, should represent those materials which are used by students in meeting instructional objectives identified in the various disciplines included in the *Program of Studies.*

- Vocabulary levels of items should be consistent with the grade levels for which they were intended.

Four needs assessment instruments were developed: two Criterion Referenced Assessment Banks, one each for Grade Six and Grade Nine; and two Criterion Referenced Inventories, one each for students entering Grade Seven and Grade Ten. The Criterion Referenced Inventories contain items based upon objectives selected from the Criterion Referenced Assessment Banks.

Both the Criterion Referenced Assessment Banks (CRABS) and the Criterion Referenced Inventories (CRIS) are criterion-referenced rather than norm-referenced since all items correspond directly to the objectives outlined in the *Instructional Objectives for Information Retrieval and Media Production* "Blue Book."

The CRABS contain items organized into skill clusters as outlined in the "Blue Book." Each cluster in CRAB 6 is bound individually, and the entire set is accompanied by a separate booklet of illustrations necessary for the completion of the assessment items. CRAB 9 is bound in one booklet and is also accompanied by a separate booklet of illustrations.

The CRABS should be administered to students prior to instruction or review in any skill area. The media specialist and the teacher should select the appropriate cluster(s) needed to assess students' mastery and administer those items to the students. Using the results, the media specialist and the teacher will determine student groupings and provide the appropriate instruction.

The CRIS contain items organized into one booklet and accompanied by a separate booklet of illustrations. These inventories are to be administered at the beginning of Grades Seven and Ten to determine which skills the students have already acquired and which skills are in need of reinforcement. It is anticipated that these inventories will serve as a valuable tool for media specialists to use with incoming students. It is strongly recommended that the CRABS and the CRIS be used as outlined in order to provide an effective measure of media skills achievement.

Both the *Instructional Objectives for Information Retrieval and Media Production* and the assessment project represent an ongoing commitment by the Department of Instructional Resources to the development of a unified media program.

This commitment will be further extended to include the following:

- The development of Criterion Referenced Assessment Bank 3 and Criterion Referenced Inventory 4
- The correlation of media skills instructional activities with the CRABS, CRIS, and the *Instructional Objectives for Information Retrieval and Media Production*
- The comprehensive evaluation of the *Instructional Objectives for Information Retrieval and Media Production* and the Criterion Referenced Assessment Banks and Inventories

## SKILL CLUSTER OBJECTIVES


| | Item | Page |
|---|---|---|
| **SKILL CLUSTER: LOCATION OF RESOURCES** | | |
| The student will: | | |
| Explain the composition of call numbers for fiction (I.A.3.b.) | 1 | 3 |
| Explain the composition of call numbers for nonfiction (I.A.3.c.) | 2 | 3 |
| Explain the composition of call numbers for nonprint (I.A.3.d.) | 3 | 3 |
| **SKILL CLUSTER: UNDERSTANDINGS ABOUT MATERIALS** | | |
| The student will: | | |
| Explain the function of the copyright date (II.B.2.g.) | 4 | 3 |
| Explain the function of the table of contents (II.B.2.o.) | 5 | 4 |
| Explain the function of the index (II.B.2.p.) | 6 | 4 |
| Explain the function of the glossary (II.B.2.r.) | 7 | 4 |
| Explain the function of the bibliography (II.B.2.v.) | 8 | 4 |
| Distinguish between fiction and nonfiction (II.B.6.) | 9-10 | 5 |
| Use the copyright [date] to determine currency of materials (II.B.9.) | 11 | 5 |
| Explain the content of the vertical file (II.B.11.) | 12 | 5 |
| **SKILL CLUSTER: CARD CATALOG** | | |
| The student will: | | |
| Use guide letters and guide words (II.C.1.) | 13-19 | 6-7 |
| Explain the purpose of the card catalog (II.C.2.) | 20 | 7 |
| Identify the call number on a catalog card (II.C.3.a.) | 21-22 | 8 |
| Identify the author on a catalog card (II.C.3.b.) | 23-25 | 8-9 |
| Identify the title on a catalog card (II.C.3.c.) | 26-28 | 9 |

| | Item | Page |
|---|---|---|
| Identify the subject on a catalog card (II.C.3.d.) | 29 | 9 |
| Identify the editor/compiler on a catalog card (II.C.3.e.) | 30 | 10 |
| Identify the publisher on a catalog card (II.C.3.g.) | 31-34 | 10 |
| Identify the producer on a catalog card (II.C.3.h.) | 35 | 11 |
| Identify the copyright date on a catalog card (II.C.3.i.) | 36-39 | 11 |
| Identify the annotation on a catalog card (II.C.3.m.) | 40-41 | 12 |
| Differentiate between author, title, and subject card (II.C.4.) | 42-44 | 12 |
| Determine whether information given in a particular question is the author, title, or subject (II.C.5.) | 45-47 | 13 |
| Identify subjects related to the one being researched (II.C.7.) | 48-50 | 13-14 |
| Identify various kinds of materials, using the media code above the call number (II.C.9.) | 51-54 | 14-15 |
| Use public library catalogs for children's materials (II.C.12.) | 55-64 | 15-17 |
| **SKILL CLUSTER: GENERAL REFERENCE SKILLS** | | |
| The student will: | | |
| Determine the purpose and content of dictionaries (II.D.2.a.) | 65 | 18 |
| Determine the purpose and content of encyclopedias (II.D.2.b.) | 66 | 18 |
| Determine the purpose and content of almanacs (II.D.2.c.) | 67 | 18 |
| Determine the purpose and content of atlases (II.D.2.d.) | 68 | 18 |
| Determine the most appropriate reference for a particular purpose (II.D.3.) | 69-74 | 19-20 |
| Locate information arranged in alphabetical order (II.D.9.a.) | 75-76 | 20 |
| **SKILL CLUSTER: DICTIONARIES** | | |
| The student will: | | |
| Use guide words to locate the appropriate page for a given entry word (II.E.2.) | 77-79 | 20-21 |

| | Item | Page |
|---|---|---|
| Distinguish between the content of an abridged and an unabridged dictionary (II.E.5.) | 80 | 21 |
| Distinguish between the content of a general and a special dictionary (II.E.6.) | 81 | 21 |
| Interpret information in dictionary entries in an advanced dictionary (II.E.7.d.) | 82-84 | 22 |
| **SKILL CLUSTER: ENCYCLOPEDIAS** | | |
| The student will: | | |
| Interpret information in the index entry (II.F.7.) | 85-86 | 22-23 |
| Use cross references such as "See" and "See also" (II.F.13.) | 87-88 | 23 |
| Use study aids at the end of article (II.F.15.) | 89-90 | 23-24 |
| Distinguish between a main heading and a subheading (II.F.14.) | 91-92 | 24 |
| **SKILL CLUSTER: ALMANACS** | | |
| The student will use the index to locate specific information (II.G.3.) | 93-95 | 24-25 |
| **SKILL CLUSTER: ATLASES** | | |
| The student will: | | |
| Locate and decode symbols used (II.H.1.) | 98-101 | 26 |
| Identify coordinates and page numbers in index (II.H.4.) | 96-97 | 25 |
| Use coordinates to locate a specific place (II.H.5.) | 102-104 | 27 |
| **SKILL CLUSTER: NEWSPAPERS, MAGAZINES, AND PERIODICAL INDEXES** | | |
| The student will: | | |
| Use the *Subject Guide to Children's Magazines* to locate specific articles (II.K.1.a.) | 105-109 | 27-28 |
| Use the *National Geographic Index* to locate specific articles (II.K.1.b.) | 112-116 | 29-30 |
| Decode symbols and abbreviations in entries (II.K.3.) | 110-111 | 29 |

## DIRECTIONS TO MEDIA SPECIALISTS FOR THE ADMINISTRATION OF THE CRITERION REFERENCED INVENTORY GRADE SEVEN

The Criterion Referenced Inventory is to be administered to students entering the seventh grade. It is designed to assist media specialists in planning instructional units for students who have not yet acquired those skills designated for mastery by Grade Six. The performance objectives covered are those determined to be "key" in terms of students' overall reference skills. These performance objectives were selected from those objectives included in the Criterion Refererıced Assessment Bank — Grade Six.

Duplicate the number of answer sheets necessary for those students who will be taking the test.

Give each student an item booklet, an illustration booklet, and an answer sheet. Directions provided in the Inventory booklet will indicate to the student which illustrations are to be used.

A sufficient amount of time should be allowed for students to answer questions at their own pace. Several sessions may be required.

Use the answer key to correct student answer sheets.

## CRITERION REFERENCED INVENTORY — GRADE SEVEN

1. What information is given by the call number of a **fiction** book?

   a) Type of book and title

   b) Type of book and author

   c) Type of book and publisher

   d) Type of book and producer

2. What information is given by the call number of a **nonfiction** book?

   a) Copyright and title

   b) Copyright and author

   c) Classification and title

   d) Classification and author

3. What information is given in this call number?

| KIT |
|---|
| 398 |
| CAR |

   a) Author's name, number of pages, first three letters of the title

   b) Type of material, Dewey classification number, first three letters of the author's last name

   c) Author's name, copyright date, first three letters of the title

   d) Type of material, copyright date, first three letters of the author's last name

4. The copyright date is used to indicate which of the following?

   a) Date of submission of the book to the publisher

   b) Date of registration of the book with the proper authorities

   c) Date of completion of the book by the author

   d) Date of purchase of the book by the library/media center

5. The table of contents is used to indicate which of the following?

   a) The order of chapter titles and the subjects in the index

   b) The order of chapter titles and their page numbers

   c) The order of the illustrations and their illustration numbers

   d) The order in which the author's previous works appeared in print

6. Which of these would you use to find the page number of a specific subject or person listed in the book?

   a) Appendix

   b) Foreword

   c) Bibliography

   d) Index

7. What part of a book would you use to find an alphabetical listing of words with their definitions?

   a) Index

   b) Bibliography

   c) Glossary

   d) Appendix

8. What part of a book would provide you with a list of references on a subject?

   a) Appendix

   b) Bibliography

   c) Preface

   d) Title page

9. Which of these would probably be found in the **fiction** rather than in the nonfiction section?

   a) A collection of short stories about a boy detective

   b) A series of homemade experiments with water

   c) The directions for building a doll house

   d) A collection of poems about animals

10. Which of these would probably be found in the **nonfiction** rather than in the fiction section?

   a) A description of a trip in a time machine

   b) The biography of a 300-year-old woman

   c) The discovery of a mythical continent

   d) An astronaut's account of a trip to the moon

TO ANSWER QUESTION 11, USE ILLUSTRATION 1: PAGE SAMPLES.

11. Which sample represents the most recent material?

   a) 1

   b) 2

   c) 3

   d) 4

12. What is the vertical file?

   a) A collection of books written about things that have really happened

   b) A collection of models, filmstrips, and transparencies on a variety of topics

   c) A collection of books and magazines written about many different subjects

   d) A collection of pamphlets, booklets, charts, and pictures about different topics

TO ANSWER QUESTIONS 13 THROUGH 16, USE ILLUSTRATION 2: CARD CATALOG OUTSIDE GUIDES.

13. In which drawer of this card catalog would you find a listing of materials on model railroads?

    a) Ma-Mi

    b) Mj-Mz

    c) Q-Re

    d) Rf-Rz

14. In which drawer of this card catalog would you find a listing of books on the migration of birds?

    a) Ba-Bi

    b) Bj-Bz

    c) Ma-Mi

    d) Mj-Mz

15. In which drawer would you find the name of the author of *The White Mountains*?

    a) Ma-Mi

    b) Mj-Mz

    c) T

    d) W, X, Y, Z

16. In which drawer would you look to find out whether the library had any kits on energy?

    a) D

    b) E-F

    c) I, J, K

    d) L

14

TO ANSWER QUESTIONS 17 THROUGH 19, USE ILLUSTRATION 3: CARD CATALOG INSIDE GUIDES.

17. **Between** which two guide cards will you find books about magic?

    a) MACHINES and MAGNETS

    b) MAGNETS and MAPPING

    c) MAPPING and MOLECULE

    d) MOLECULE and MYTHS

18. **Before** which guide card would you locate books about map making?

    a) MAGNETS

    b) MAPPING

    c) MOLECULE

    d) MACHINES

19. **After** which guide card would you find the names of books written by Mildred Myrick?

    a) MAGNETS

    b) MAPPING

    c) MOLECULE

    d) MYTHS

20. What is the purpose of the media center card catalog?

    a) To show who has taken materials out of the media center

    b) To show which materials have been taken out of the media center

    c) To show all of the materials owned by the media center

    d) To show materials which are to be used only in the media center

TO ANSWER QUESTIONS 21 THROUGH 44, USE ILLUSTRATION 4: CATALOG CARDS.

21. What is the call number on card 3?

    a) 1972

    b) Kit 917.3 AME

    c) 5fs, 9 prints

    d) 5 phonodiscs

22. What is the call number of card 4?

    a) 1970

    b) 338p.

    c) 11-2

    d) none of the above

23. Who is the author listed on card 1?

    a) Mrs. Frisby

    b) Robert O'Brien

    c) Zena Bernstein

    d) none listed

24. Who is the author listed on card 3?

    a) Foreign Population

    b) Minorities

    c) New Americans

    d) none listed

25. Who is the author listed on card 2?

    a) Vera Foster Rollo

    b) Maryland Historical Press

    c) Geography of Maryland

    d) none of the above

26. What is the title on card 1?

    a) *Mice Stories*

    b) *Rat Stories*

    c) *An Owl's Suggestion*

    d) none of the above

27. What is the title on card 2?

    a) *Maryland*

    b) *Ask Me! About Maryland*

    c) *Maryland Historical Press*

    d) none of the above

28. What is the title on card 4?

    a) *An Anthology of Poems, Limericks and Nonsense Verses*

    b) *The Illustrated Treasury of Poetry for Children*

    c) *About Nature, Music, Animals, Love and Other Topics*

    d) none of the above

29. What is the subject listed on card 2?

    a) Geography

    b) Maryland

    c) Rollo

    d) none of the above

30. Which of the four cards lists a compiler?

a) 1

b) 2

c) 3

d) 4

31. Who is the publisher listed on card 1?

a) NIMH

b) Atheneum

c) Bernstein

d) none of the above

32. Who is the publisher listed on card 2?

a) Rollo Vera Foster

b) Geography of Maryland

c) Maryland Historical Press

d) Ask Me About Maryland

33. Who is the publisher listed on card 3?

a) Foreign population

b) Minorities analytics

c) Black Americans

d) none of the above

34. Who is the publisher listed on card 4?

a) Grosset

b) British

c) American

d) none of the above

35. Who is listed as the producer on card 3?

a) Mexican Americans

b) Foreign Population

c) Field Educ.

d) none of the above

36. When was the material on card 1 copyrighted?

a) jFic

b) 233p.

c) 1971

d) none of the above

37. When was the material on card 2 copyrighted?

a) 3-3

b) 1917

c) 1966

d) none of the above

38. When was the material on card 3 copyrighted?

a) 5fs

b) 1917

c) 1972

d) none of the above

39. When was the material on card 4 copyrighted?

a) 11-2

b) 338p.

c) 821.08

d) none of the above

40. Which cards have annotations?

a) 1 and 2

b) 1 and 3

c) 1 and 4

d) none of the above

41. What card mentions an owl?

a) 1

b) 2

c) 3

d) 4

42. Which card is an author card?

a) 1

b) 2

c) 3

d) 4

43. Which card is a title card?

a) 1

b) 2

c) 3

d) 4

44. Which cards are subject cards?

a) 1 and 2

b) 1 and 3

c) 2 and 3

d) 3 and 4

45. Which of these questions could best be answered by finding a **title** card in the card catalog?

a) How many books in the media center are written by Nina Bawden?

b) Who is the author of *Bristle Face*?

c) How can I take care of a garter snake I just caught?

d) Does the media center have any books about archaeology?

46. Which of these questions could best be answered by finding an **author** card?

a) Do we have the book *The Summer of the Swans*?

b) What is the name of a book written by Jean George?

c) Do we have any books about wolves?

d) What is the copyright date of *Julie of the Wolves*?

47. Which of these questions could best be answered by finding a **subject** card?

a) Do we have any books about dinosaurs?

b) Did Herbert Zim write a book about dinosaurs?

c) Who is the author of *All About Dinosaurs*?

d) Who is the publisher of *Dinosaur Hunt*?

TO ANSWER QUESTIONS 48 THROUGH 50, USE ILLUSTRATION 5: CATALOG CARDS.

48. What topic in sample card 1 is suggested as an additional source of information on atomic energy?

a) NUCLEAR ENERGY

b) NUCLEAR ENGINEERING

c) NUCLEAR POWER

d) ATOMIC REACTORS

49. Which of these topics in sample card 3 would contain additional information on space vehicles?

a) space travel

b) planets — exploration

c) interplanetary travel

d) outer space — exploration

50. Which of these topics in sample card 2 is **not** suggested to find additional information on astronomy?

a) ECLIPSES

b) SOLAR SYSTEM

c) TELESCOPE

d) TIDES

TO ANSWER QUESTIONS 51 THROUGH 54, USE ILLUSTRATION 6: CATALOG CARDS.

51. What kind of material is represented by card 1?

a) Chart

b) Filmstrip

c) Game

d) Record

52. What kind of material is represented by card 3?

a) Filmloop

b) Kit

c) Magazine

d) Record

53. What kind of material is represented by card 2?

a) Book

b) Filmloop

c) Game

d) Model

54. What kind of material is represented by card 4?

a) Book

b) Filmloop

c) Kit

d) Model

TO ANSWER QUESTIONS 55 THROUGH 57, USE ILLUSTRATION 7: MONTGOMERY COUNTY PUBLIC LIBRARIES *CHILDREN'S BOOK CATALOG* — AUTHOR SECTION OF *TITLES-AUTHORS*.

55. How many different titles by George MacDonald are listed in this sample?

a) three

b) four

c) five

d) six

56. What is the call number of *Moon Pictures* by Selve Maas?

a) J667

b) J398.2

c) A1971

d) J759.06

57. Which of the following titles in the Montgomery County Public Libraries was **not** written by David Macaulay?

a) *Cathedral, The Story of Its Construction*

b) *City, A Story of Roman Planning and Construction*

c) *Pyramid*

d) *Noah's Journey*

TO ANSWER QUESTIONS 58 THROUGH 61, USE ILLUSTRATION 8: MONTGOMERY COUNTY PUBLIC LIBRARIES *CHILDREN'S BOOK CATALOG* -- TITLE SECTION OF *TITLES-AUTHORS*.

58. How many branches of the Montgomery County Public Libraries have copies of *The Grey King*?

a) fourteen

b) seventeen

c) nineteen

d) none of the above

59. Under what other title will you look to find out what branches have *Grillos y Ranas*?

a) *Griffin and the Minor Canon*

b) *Story of Grittir the Strong*

c) *Grimm's Fairy Tales*

d) *Crickets and Frogs*

60. What is the call number of *Green Is For Growing*?

a) J580

b) J598.13

c) J821

d) Fiction

61. In what other form is *Grimm's Fairy Tales* available from the public library?

a) Record

b) Cassette

c) Filmstrip

d) Filmloop

TO ANSWER QUESTIONS 62 THROUGH 64, USE ILLUSTRATION 9: MONTGOMERY COUNTY PUBLIC LIBRARIES *CHILDREN'S BOOK CATALOG — SUBJECTS.*

62. Under what other topics would you find information about Marine Fauna?

a) Aquarium

b) Plankton

c) Bridges

d) Oceans

63. How many different books does the Montgomery County Public Libraries have on map making?

a) one

b) two

c) three

d) four

64. How many branches of the Montgomery County Public Libraries have copies of Erwin Raisz's *Mapping the World*?

a) fourteen

b) eighteen

c) nineteen

d) twenty

65. Which of these is the correct description of a dictionary?

a) A book containing words and their meanings, arranged in alphabetical order

b) A book of articles, arranged in alphabetical order by subject

c) A book published yearly as a history of a particular group

d) A book of maps with descriptive text, arranged in alphabetical order

66. Which of these is the correct description of an encyclopedia?

a) A book containing only names of places, with geographical and historical information and pronunciations, arranged alphabetically

b) A book containing articles, usually arranged in alphabetical order by subject, on all branches of knowledge

c) A book with physical, political, and special maps arranged in alphabetical order

d) A book containing current statistical information, charts, tables, graphs, calendars, and general information

67. Which of these is the correct description of an almanac?

a) A book of short biographies of famous people, arranged alphabetically by last name

b) A book containing current statistical information, tables, charts, and general information

c) A book of maps, including descriptive text, arranged in chronological order

d) A book published yearly as a report of the activities of a group

68. Which of these is the correct description of an atlas?

a) A book containing articles, by subject, on all branches of knowledge

b) A book containing current statistical information, tables, charts, and general information

c) A book of maps, including descriptive text, arranged in geographical order

d) A book containing words and their meanings, arranged in alphabetical order

69. Where would you find several definitions for **rune**?

a) *Goode's World Atlas*

b) *Roget's Thesaurus*

c) *Current Biographies*

d) *Macmillan School Dictionary*

70. Where would you find information about Baltimore, Maryland, including its location, history, and population figures?

a) *Webster's Geographical Dictionary*

b) *Webster's Biographical Dictionary*

c) *Webster's Unabridged Dictionary*

d) *Webster's Dictionary of Proper Names*

71. Where would you find the correct pronunciation of **Iroquois**?

a) *American Facts and Dates*

b) *American Book of Days*

c) *American Heritage Dictionary*

d) *American Biographies*

72. What reference source would you use to plan an automobile trip across the United States?

a) *Rand McNally World Atlas*

b) *Rand McNally Atlas of the United States*

c) *Webster's Geographical Dictionary*

d) *The Look-It-Up Book of the Fifty States*

73. Where would you find information on the life of Harriet Tubman?

a) *Famous First Facts*

b) *Standard Dictionary of Folklore*

c) *World Book Encyclopedia*

d) *Bartlett's Familiar Quotations*

74. What reference source would you use to chart the locations of the endangered species of the world?

a) *Information Please Almanac*

b) *Webster's Dictionary of Synonyms*

c) *World Book Dictionary*

d) *Wild Animals of North America*

TO ANSWER QUESTIONS 75 AND 76, USE ILLUSTRATION 10: *CASSELL'S SPANISH-ENGLISH DICTIONARY.*

75. What word follows directly after **barbaza**?

a) **barbarote**

b) **barbear**

c) **barbechada**

d) **barbechar**

76. How many words begin with the letters **b a r b a** ?

a) 7

b) 14

c) 21

d) 28

77. Listed below are guide words from a dictionary. Between which guide words would you find the word quinine?

a) **quarrelsome — quebracho**

b) **queen — quicklime**

c) **quickly — quiver**

d) **quiz — quotient**

78. If the guide words in a dictionary are **Lake Forest — lampoon**, which of these would **not** be found on that page?

a) **Lake Michigan**

b) **Lake Huron**

c) **Lake Superior**

d) **Lake Erie**

79. If the guide words are **floodgate — flow**, which of these would **not** be found on that page?

a) **flop**

b) **flower**

c) **flout**

d) **floor**

80. What is the **major** difference between an abridged and an unabridged dictionary?

a) Size of type

b) Subjects covered

c) Publication date

d) Number of entries

81. What is the **major** difference between a general dictionary and a special dictionary?

a) Publisher

b) Subjects covered

c) Number of pages

d) Length of entries

TO ANSWER QUESTIONS 82 THROUGH 84, USE ILLUSTRATION 11: *WEBSTER'S NEW STUDENTS DICTIONARY.*

82. What is a synonym for the word **skulk**?

a) **skoal**

b) **skua**

c) **skulker**

d) **slink**

83. Which is the correct pronunciation of the word **skull-cap**?

a) **'skull-ˌkap**

b) **'skəl-ˌkap**

c) **'skull-ˌcap**

d) **'skəl-ˌcap**

84. What is a correct definition of the word **skirr** as a verb?

a) A light bounding step

b) The high shrill sound of a bagpipe

c) To leave hurriedly

d) Any of several small leaping insects

TO ANSWER QUESTIONS 85 THROUGH 88, USE ILLUSTRATION 12: *THE WORLD BOOK ENCYCLOPEDIA RESEARCH GUIDE/INDEX.*

85. How many entries are listed under the topic Solar Furnace?

a) one

b) two

c) three

d) four

86. In which volumes will you find information on the solar year?

a) *S* and *Y*

b) *T* and *So*

c) ( , and *Y*

d) *So*, *Ci*, and *D*

87. To what other location are you referred by the index for additional information on the solar system?

a) Bibliography

b) Galaxy

c) Solar plexus

d) Related articles

88. To what other topic are you referred when looking up Solar Battery?

a) Solar cell

b) Solar power

c) Solar electricity

d) Solar watch

TO ANSWER QUESTIONS 89 AND 90, USE ILLUSTRATION 13: *THE WORLD BOOK ENCYCLOPEDIA*.

89. What article would **not** contain related information about ancient Egypt?

a) Animal Worship

b) Asp

c) Scarab

d) Temple

90. Which of these biographies would contain additional information about ancient Egypt?

a) Piankhi

b) Ramses II

c) Hatshepsut

d) Amenemhet III

TO ANSWER QUESTIONS 91 AND 92, USE ILLUSTRATION 14: *THE WORLD BOOK ENCYCLOPEDIA.*

91. Which of these is the **main heading** of this encyclopedia article?

a) Egypt, Education

b) Religion

c) The Arts

d) Egypt, Ancient

92. Which **subheading** would provide information about ancient Egyptian schools?

a) The Arts

b) Religion

c) Education

d) Literature

TO ANSWER QUESTIONS 93 THROUGH 95, USE ILLUSTRATION 15: *THE WORLD ALMANAC AND BOOK OF FACTS.*

93. On what page(s) will you find information on Lake McKinley?

a) 296-303

b) 440

c) 449

d) information not given

94. On what page(s) will you find the origin of the name of Maryland?

a) 95

b) 460

c) 686-687

d) information not given

95. On which page(s) will you find information on U.S. aid to Mali?

a) 558, 729

b) 603

c) 602

d) information not given

TO ANSWER QUESTIONS 96 AND 97, USE ILLUSTRATION 16: *GOODE'S WORLD ATLAS.*

96. On what page will you locate a map of Graham, Texas (Tx.)?

a) 90

b) 112

c) 116

d) information not given

97. What are the coordinates for the North Fork of the Grand River (R)?

a) 39·50 N 93·52 W

b) 45·40 N 101·55 W

c) 45·52 N 102·49 W

d) information not given

TO ANSWER QUESTIONS 98 THROUGH 101, USE ILLUSTRATION 17: *GOODE'S WORLD ATLAS.*

98. Which of these minerals is **not** found in the continent shown?

    a) Gold

    b) Diamonds

    c) Coal

    d) Zinc

99. ☐ is the symbol for which of these?

    a) Iron ore

    b) Tin

    c) Cobalt

    d) Phosphate rock

100. Most of the northern part of this continent is used for what purpose?

    a) Nomadic herding

    b) Livestock ranching

    c) Tropical forest

    d) Industrial areas

101. What type of information is **not** presented in this map?

    a) Natural resources

    b) Agriculture

    c) Industrial areas

    d) Population

TO ANSWER QUESTIONS 102 THROUGH 104, USE ILLUSTRATION 18: *HAMMOND WORLD ATLAS.*

102. What are the coordinates of Frostburg?

a) A1

b) B2

c) C2

d) D1

103. What city is located along 78° longitude?

a) Cumberland

b) Martinsburg

c) Meyersdale

d) Flintstone

104. What mountain chain has the coordinates A3?

a) Meadow

b) Green

c) Allegheny

d) Backbone

TO ANSWER QUESTIONS 105 THROUGH 109, USE ILLUSTRATION 19: *SUBJECT INDEX TO CHILDREN'S MAGAZINES* (INDEX).

105. How many articles are listed under ECLIPSES?

a) one

b) two

c) three

d) four

106. How many articles are about Albert Einstein?

a) one

b) two

c) three

d) four

107. What other topic should you look under for articles about ancient Egypt?

a) Middle East

b) Pyramids

c) Mummies

d) The Nile

108. In what issue of *Model Airplane News* would you find "Engine Review Round-up"?

a) March 1979

b) March 1978

c) May 1979

d) May 1978

109. Under what heading would you locate articles about the energy crisis?

a) Conservation of Energy

b) Conservation of Resources

c) Energy Crunch

d) Saving Energy

TO ANSWER QUESTIONS 110 AND 111, USE ILLUSTRATION 19: *SUBJECT INDEX TO CHILDREN'S MAGAZINES* (ABBREVIATIONS AND INDEX).

110. In what magazine will you find the article "Birth of the Earth"?

a) *Science World*

b) *News Explorer*

c) *Pictorial Education*

d) *National Geographic Magazine*

111. In what magazine will you find the article "The Meaning of Dreaming"?

a) *Children's Digest*

b) *Child Delight*

c) *Child Life*

d) *Children's Playmate*

TO ANSWER QUESTIONS 112 THROUGH 116, USE ILLUSTRATION 20: *NATIONAL GEOGRAPHIC INDEX*.

112. Who is the author of the article on mammals called "Orphans of the Wild"?

a) Wanda Burnett

b) Thomas Garner James

c) Bruce G. Kinloch

d) no author listed

113. Which article about Mali would be found in the March 1972 issue of the *National Geographic Magazine*?

a) "Foxes Foretell the Future in Mali's Dogon Country"

b) "Freedom Speaks French in Ouagadougon"

c) "The Niger: River of Sorrow, River of Hope"

d) none of the above

114. Louis Malle was the photographer for which of these articles?

a) "Calypso Explores for Underwater Oil"

b) "The Maligned Coyote"

c) "Democracy's Fortress: Unsinkable Malta"

d) none of the above

115. What are the contents of the article on mammals called "The Wild Animals in My Life"?

a) Cloud Rat, Flying Lemur, Tarsier, Tree Shrew

b) Animals of the National Zoological Park

c) Homo Habilis, Kenyapithecus, Proconsul, Zinjanthropus

d) Wildlife of the Everglades National Park

116. In which issue would you find "The Maligned Coyote"?

a) August 1955

b) August 1966

c) August 1974

d) August 1975

38

# Criterion Referenced Inventory

## GRADE 7

## ILLUSTRATIONS

Department of Instructional Resources
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

# Illustration 1. PAGE SAMPLES

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1

2

3

Sample 3

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ISBN 0-7166-0579-1
Library of Congress Catalog Card Number 65 21776
Printed in the United States of America

Sample 4

*ROCKS AND MINERALS*
*FAMOUS GENERALS*
*MERIT STUDENTS ENCYCLOPEDIA*
*SCIENCE YEAR, THE WORLD BOOK SCIENCE ANNUAL* 40

SEP 2 1980

(1)

Illustration 2. CARD CATALOG OUTSIDE GUIDES

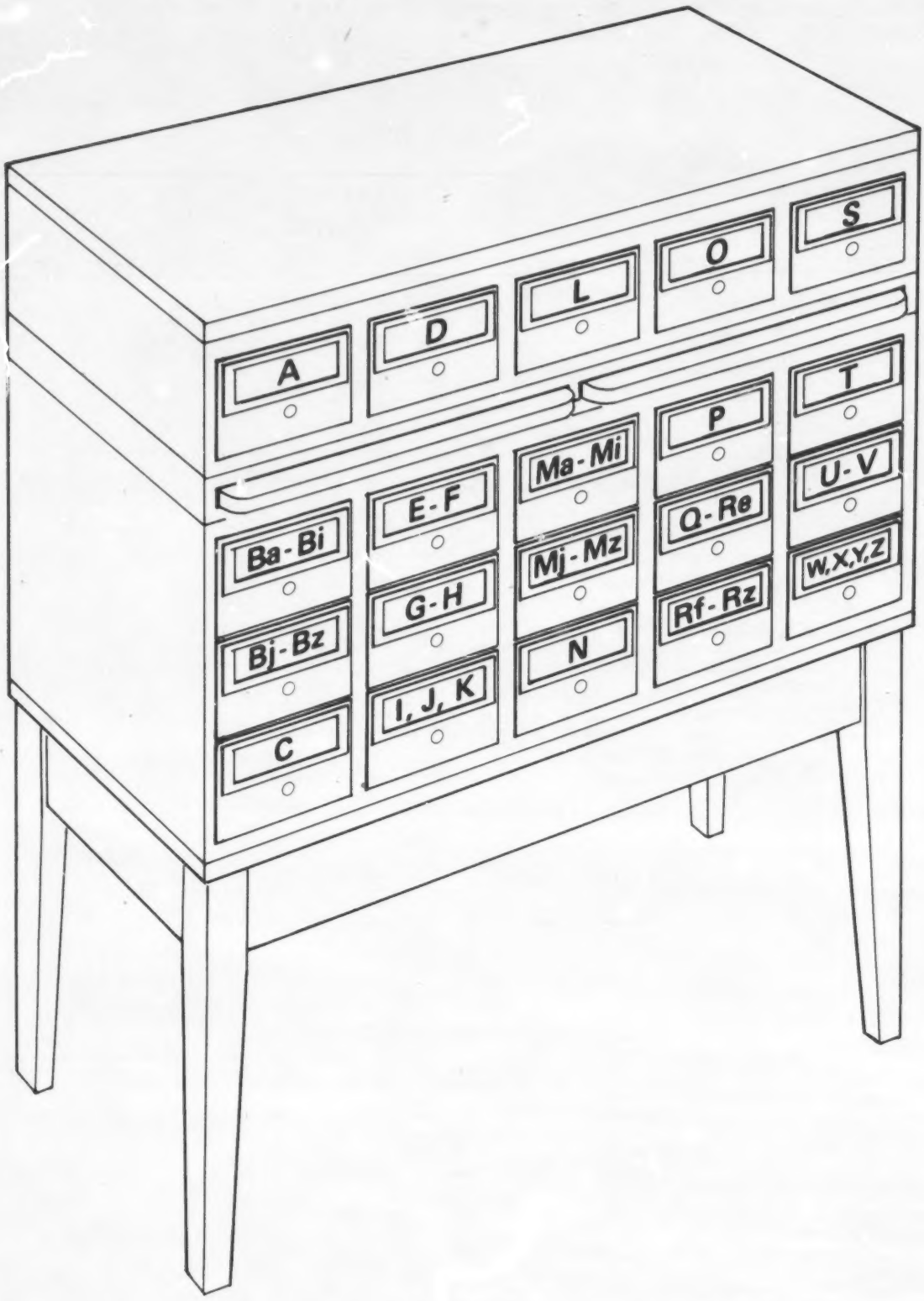
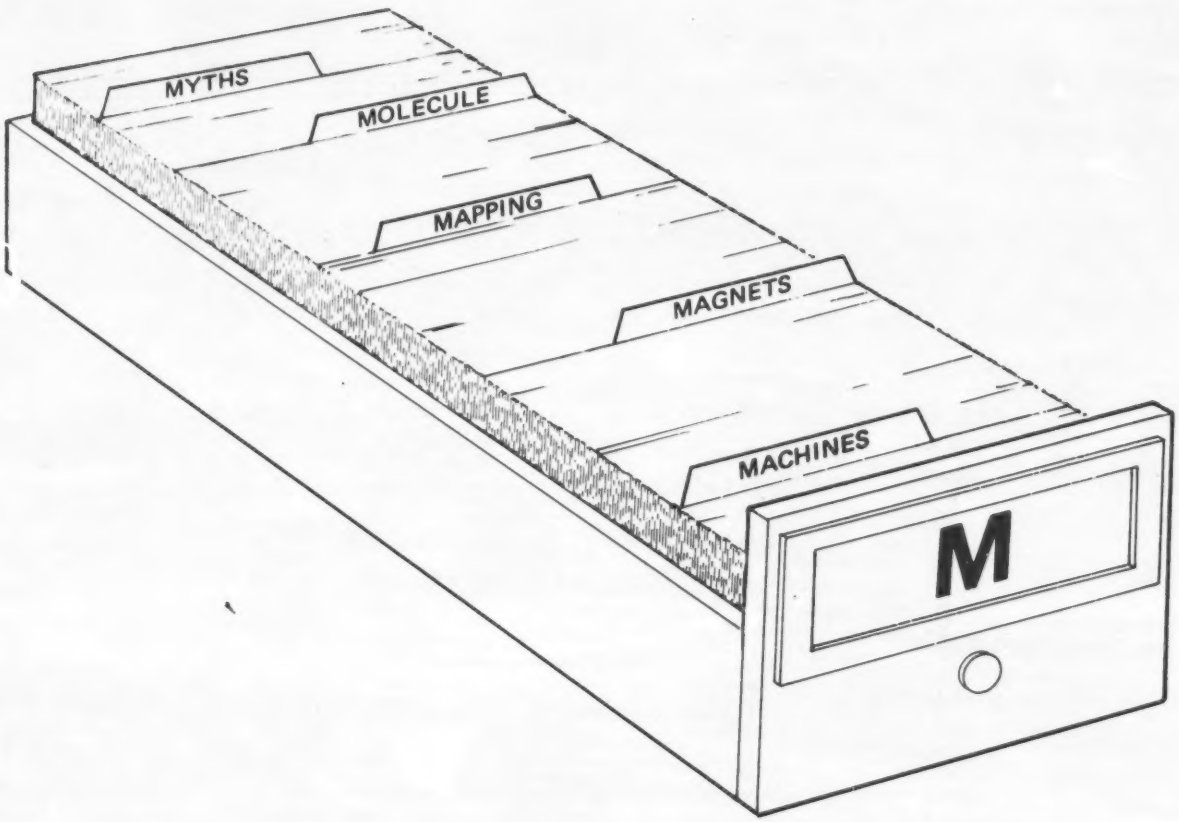


Illustration 3. CARD CATALOG INSIDE GUIDES



## Illustration 4. CATALOG CARDS

F
O

O'Brien, Robert C

Mrs Frisby and the rats of NIMH; illus. by Zena Bernstein. Atheneum 1971

233p illus

Mrs Frisby, a recently widowed mouse, faced a serious problem and had no one to turn to for help. At an owl's suggestion, she visited a group of rats known for doing strange things. This story tells of her discovery of the truth about them and also about her dead husband. (Publisher)

1 Mice—Stories 2 Rats—Stories 1 Title jFic

Sample Card 1

MARYLAND

917.52
ROL Rollo, Vera Foster
Ask me! About Maryland; a geography of Maryland. Maryland Historical Press 1966
68p.

1 Maryland I Title

3-3

Sample Card 2

MINORITIES

Kit
917.3 The American adventure. Field Educ. 1972
AME 5fs., 9 prints, and 5 phonodiscs

With teacher s manual.
Contents.- New Americans.- German-Americans.- Italian-Americans.- Mexican-Americans.- Black Americans.

1 U.S. - Foreign population 2 Minorities I Title analytics

9-3

Sample Card 3

The illustrated treasury of poetry for children

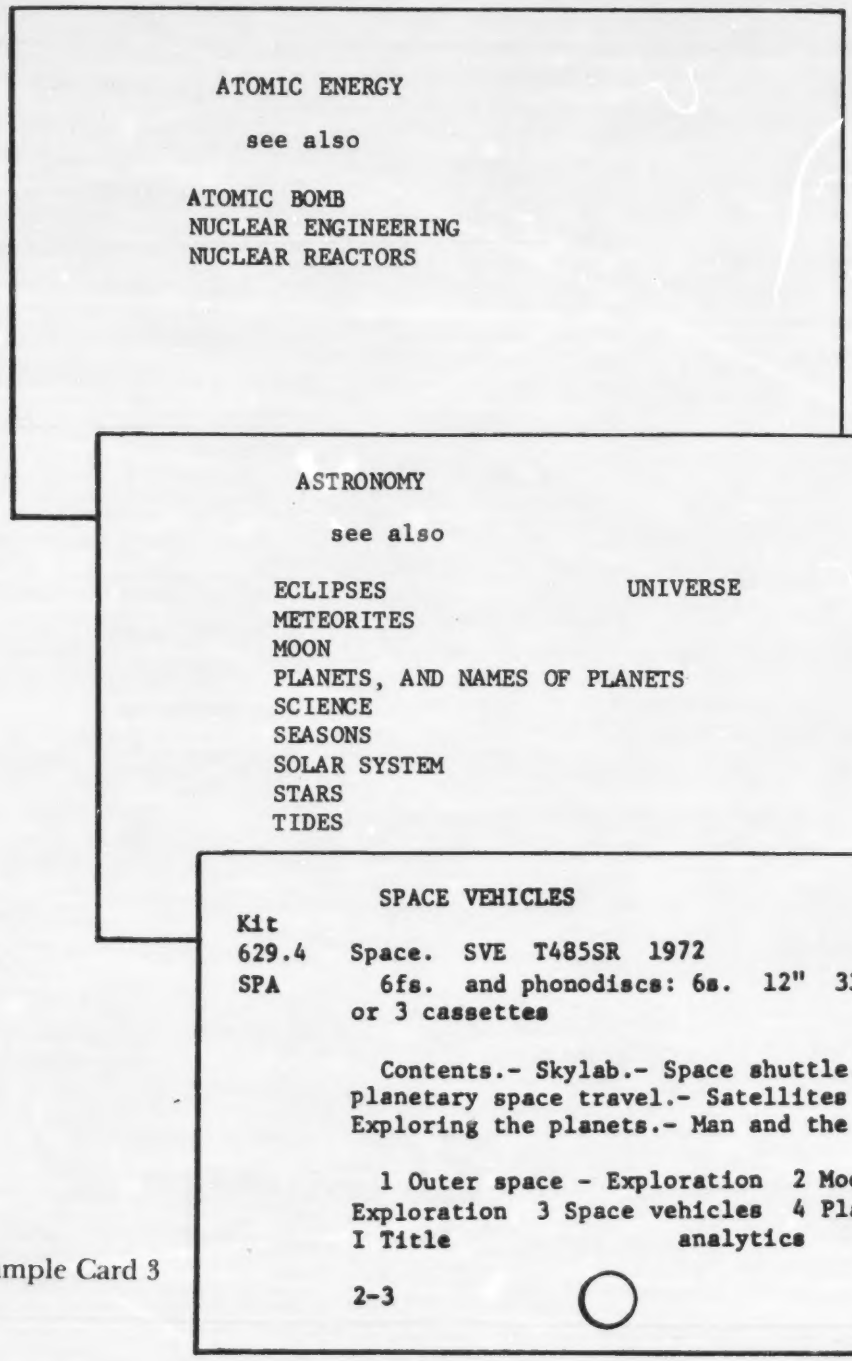
821.08
ROS Ross, David, comp.
The illustrated treasury of poetry for children. Grosset 1970
338p.
An anthology of poems, limericks, and nonsense verses by British and American writers about nature, music, animals, love and other topics.

1 Poetry - Collections I Title

11-2

Sample Card 4

## Illustration 5. CATALOG CARDS




Sample Card 1

Sample Card 2

Sample Card 3

Illustration 6. CATALOG CARDS

Filmstrip
353.9752 The Governor. Free State Media 1004
GOV 21fr. color
With teacher's guide.

Points out the requirements for and duties of the Governor of Maryland.

1 Maryland - Politics and government
2 Governors

11-2

Sample Card 1

Film loop
593 Amoeba. Univ. Educ. and Visual Arts 4056
AMO 3½ min color

Illustrates the structure and activities of a representative amoeba in sufficient detail so they can be clearly observed, interpreted, and understood.

1 Cells 2 Protozoa

Sample Card 2

Record
398.2 Fairy tale favorites. CMS Records CMS 593,
FAI 595, 632
s. 12" 33 1/3rpm. or cassettes

Told by Mary Strang.
Notes on each slipcase.

1 Fairy tales 2 Folklore

2-2

Sample Card 3

METRIC SYSTEM
Kit
389 Introducing the metric system. Natl.
INT Geographic Society 1977
3fs. color and 3 cassettes

With teacher's guides.
Contents: Length - Weight - Volume and temperature.

1 Metric system. 2 Weights and meanures.
I National Geographic Society.

9-7

KT2-0013810

Sample Card 4

Illustration 7. *CHILDREN'S BOOK CATALOG*
AUTHOR SECTION OF *TITLES — AUTHORS*

LOWRY, PETER
MODEL ROCKETRY, HOBBY OF TOMORROW, BY P. LOWRY AND F. GRIFFITH. DOUBLEDAY, 1972.
A B C CH D DM G K LF P RV S T W WO J629.1331

LUBELL, WINIFRED
BIRDS IN THE STREET, THE CITY PIGEON BOOK, BY W. AND C. LUBELL. PARENTS, 1971.
A B BK CH D DM F G K LB RV S T W WO J598.65
GREEN IS FOR GROWING. RAND, 1964.
A B BK CH D F G K LB LF P RV S SH T W WO J580
IN A RUNNING BROOK, BY W. AND C. LUBELL. RAND, 1968.
A B C CH D F G K LB LF RV S T W WO J574.929
STITCHERY BOOK, EMBROIDERY FOR BEGINNERS, BY I. P. MILLER AND W. LUBELL. DOUBLEDAY, 1965.
A B BK C CH D DM G K LF N P RV S T W WO J746.44

LUBOWE, IRWIN IRVILLE
TEEN-AGE GUIDE TO HEALTHY SKIN AND HAIR, BY I. I. LUBOWE AND B. HUSS. 2D ED. DUTTON, 1972.
A BK DM F K P RV SH W J613.4

LUCAS, MARY SEYMOUR
VAST HORIZONS. VIKING, 1943.
A B BK D DM F G K LB LF P RV S SH T W WO J910

LUCE, WILLARD
LOU GEHRIG, IRON MAN OF BASEBALL, BY W. AND C. LUCE. GARRARD, 1970.
CM JB G311

LUCKHARDT, MILDRED MADELEINE COBELL
SPOOKY TALES ABOUT WITCHES, GHOSTS, GOBLINS, DEMONS, AND SUCH. ABINGDON, 1972.
A B BK C CH D DM F G K LF N P RV S SH T W WO FICTION

LUDERS, BARBARA
DIE WICHTELEI IM ROTEN EI. WOLFGANG METZNER, N.D.
ENGLISH TITLE: LITTLE CHILDREN IN THE RED EGG.
W JG833

LUDLUM, BARBARA
FILMS KIDS LIKE, A CATALOG OF SHORT FILMS FOR CHILDREN, BY S. RICE AND B. LUDLUM. A.L.A., 1973.
C CH LB N RV S W J711

LUDOVICI, LAURENCE JAMES
ORIGINS OF LANGUAGE. PUTNAM, 1965.
A B CH D DM K LB LF N P RV S T W WO J401
WORLD OF THE MICROSCOPE. PUTNAM, 1959.
A B CH D DM F K LB LF RV SH T W J589.95

LUGER, HARRIETT MANDELAY
LAST STRONGHOLD, A STORY OF THE MODOC INDIAN WAR, 1872-1873. YOUNG SCOTT, 1972.
A B BK C CH D DM K LF RV S T W WO FICTION

LUM, PETER
STARS IN OUR HEAVENS, MYTHS AND FABLES. PANTHEON, 1948.
A B C CH D DM F G K LF N RV S SH T W WO J291

LUND, DORIS HEROLD
PAINT-BOX SEA, BY D. H. LUND. ILLUS. BY S. SHIMIN. MCGRAW, 1973.
A B BK C CH D DM F G K LB LF N P RV SH WO P

LUNDKVIST, ANNA-LISA
BEWAHRTE FREUNDSCHAFT. VERLAG RABEN OCH SJOGREN, N.D.
ENGLISH TITLE: PROVEN FRIENDSHIP.
LF JG833

LUNN, JANET LOUISE SWOBODA
TWIN SPELL. HARPER, 1969.
A B BK CH D DM F G K LF N P RV S SH T W WO FICTION

LUTGEN, KURT
NEXT TO THE NORTH WIND. TR. BY H. PELIKAN. DOUBLEDAY, 1973.
A B D DM G K LB N P RV S T W WO FICTION

LUTHI, MAX
ONCE UPON A TIME, ON THE NATURE OF FAIRY TALES. UNGAR, 1970.
C J398

LUTZ, FRANK EUGENE
FIELD BOOK OF INSECTS OF THE UNITED STATES AND CANADA. 3D ED. PUTNAM, 1948.
A B BK CH D DM F G K LB P RV S SH T W WO J595.7

LYERLY, RAY L
NUCLEAR POWER PLANTS, BY R. L. LYERLY AND W. MITCHELL. REV. ED. U. S. ATOMIC ENERGY COMM., 1973.
A D DM G LF RV T W J621.483

LYNCH, PATRICK
STORY OF ANCIENT EGYPT, BY B. SEWELL AND P. LYNCH. ST MARTINS, 1960.
A B CH D DM F G K LB LF RV S SH T W WO J932

LYONS, DOROTHY
BLUE SMOKE. HARCOURT, 1953.
A B BK CH D DM G K LF RV S T W WO FICTION
DARK SUNSHINE. HARCOURT, 1951.
A B BK CH D DM G K LF RV S T W WO FICTION



LYTTLE, RICHARD B
PAINTS, INKS, AND DYES. HOLIDAY, 1974.
C DM S J667

M

MAAS, SELVE
MOON PAINTERS, AND OTHER ESTONIAN FOLK TALES. VIKING, 1971.
A B BK C CH D DM K LF RV S W WO J398.2

MABINOGION
MABINOGION. TR. WITH AN INTROD. BY G. JONES AND T. JONES. DUTTON, 1949.
C J398.2

MAC...
SEE ALSO MC.

MACAGY, DOUGLAS
GOING FOR A WALK WITH A LINE, A STEP INTO THE WORLD OF MODERN ART, BY D. AND E. MACAGY. DOUBLEDAY, 1959.
A B C CH D DM F G K LB LF N P RV S SH T W WO J759.06

MACALPINE, MARGARET
BLACK GULL OF CORRIE LOCHAN. PRENTICE, 1965.
A C CH D LB LF RV S W FICTION

MACALVAY, NORA TULLY
CATHIE AND THE PADDY BOY. VIKING, 1962.
C RV S FICTION
CATHIE STUART. VIKING, 1957.
C LF FICTION
FIRST PERFORMANCE, PLAYS FOR THE JUNIOR HIGH SCHOOL AGE, SEL. AND ED. BY N. MACALVAY AND V. L. COMER. HARCOURT, 1952.
C J812.08

MACAULAY, DAVID
CATHEDRAL, THE STORY OF ITS CONSTRUCTION. HOUGHTON, 1973.
A B BK C CH D DM F G K LB LF N P RV S SH T W WO J726.6
CITY, A STORY OF ROMAN PLANNING AND CONSTRUCTION. HOUGHTON, 1974.
A B C CH D DM F G K LB LF N P RV S T W WO J711.4
PYRAMID. HOUGHTON, 1975.
A B C CH D DM F G K LB LF N P RV S SH T W WO J932

MACBETH, GEORGE
NOAH'S JOURNEY. VIKING, 1966.
C G LF P

MACBRIDE, ROGER LEA
WEST FROM HOME; LETTERS OF L. I. WILDER TO ALMANZO WILDER, SAN FRANCISCO, 1915. ED. BY R. L. MACBRIDE; HISTORICAL SETTING BY MARGOT PATTERSON DOSS. HARPER, 1974.
A B BK C CH D G K LB N RV S T W WO JB W673

MACCANN, DONNARAE
BLACK AMERICAN IN BOOKS FOR CHILDREN: READINGS IN RACISM, ED. WITH AN INTROD. BY D. MACCANN AND G. WOODARD. SCARECROW, 1972.
A B C CH D LF RV S W WO J028.5
CHILD'S FIRST BOOKS, A CRITICAL STUDY OF PICTURES AND TEXTS, BY D. MACCANN AND O. RICHARD. WILSON, 1973.
C RV W J741.64

MACCLINTOCK, DOROAS
NATURAL HISTORY OF GIRAFFES. SCRIBNER, 1973.
A B C D K LB N S W J599.7357

MACDONALD, BETTY BARD
MRS. PIGGLE-WIGGLE. LIPPINCOTT, 1957.
A B BK CH D DM F G K LB LF N P RV S SH T W WO FICTION
MRS. PIGGLE-WIGGLE'S MAGIC. LIPPINCOTT, 1957.
A B BK C CH D DM F G K LB LF N P RV S SH T W WO FICTION

MACDONALD, GEORGE
AT THE BACK OF THE NORTH WIND. MACMILLAN, 1950.
BK C F G LF RV T W FICTION
AT THE BACK OF THE NORTH WIND, BY G. MACDONALD. ILLUS. BY E. H. SHEPARD. DUTTON, 1956.
A B C CH D DM G K LB LF N RV S SH T W WO FICTION
AT THE BACK OF THE NORTH WIND. ILLUS. BY CHARLES MOZLEY. WATTS, 1964.
C FICTION
LIGHT PRINCESS, BY G. MACDONALD. ILLUS. BY W. P. DU BOIS. CROWELL, 1962.
A B BK C CH D DM G K LB LF N P RV S T W WO FICTION
LIGHT PRINCESS, BY G. MACDONALD. PICTURES BY M. SENDAK. FARRAR, 1969.
B C DM G N P S W FICTION
PRINCESS AND CURDIE. WITH ILLUS. BY DOROTHY P. LATHROP. MACMILLAN, 1927.
B BK F K LF N T W FICTION

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Illustration 8. *CHILDREN'S BOOK CATALOG*
TITLE SECTION OF *TITLES — AUTHORS*

GREAT MEN OF MEDICINE, BY R. F. HUME
A B BK CH D F G K LB LF P RV S T W WO J926.1
GREAT MIRACLE, THE STORY OF HANUKKAH, BY B. MORROW
A B BK CH D DM F G K LB LF P RV S T W WO J296.4
GREAT MOMENTS IN AMERICAN SPORTS, BY J. BRONDFIELD
A B BK C CH D DM F G K LB LF N P RV S SH T W WO J796
GREAT MOMENTS IN PRO FOOTBALL, COMP. BY Z. HOLLANDER
A B BK CH D G K LB LF N S T W J796.33
GREAT MYSTO ... THAT'S YOU, BY L. B. WHITE
A B C CH D G N T W WO J793.8
GREAT NORTHERN, BY A. RANSOME
CH N S FICTION
GREAT NUTRITION PUZZLE, BY D. CALLAHAN AND A. S. PAYNE
B CH D LB S W WO J641.1
GREAT PICTURE ROBBERY, BY L. A. HARRIS
B F LF P S T W P
GREAT PLAINS, ED. BY W. HAVIGHURST
SEE MIDWEST AND GREAT PLAINS, ED. BY W. HAVIGHURST J917.7
GREAT QUILLOW, BY J. THURBER
A B BK CH D DM F K LB LF P RV S SH T W WO FICTION
GREAT QUILLOW, BY J. THURBER
B CH K LF P S RECORD L-1133
GREAT REACHING OUT - HOW LIVING BEINGS COMMUNICATE, BY R. FROMAN
A B C D G K LF P RV S SH T W WO J591.59
GREAT REBELLION, BY M. S. STOLZ
A B BK C CH C DM F G K LB LF RV S T W WO FICTION
GREAT ROCKIES OF PRO BASKETBALL, COMP. BY Z. HOLLANDER
A B BK CH DM G K LB RV T W WO J796.32
GREAT RUNNING BACKS, BY G. SULLIVAN
A B BK CH D DM G K LB LF N RV S T W WO J796.33
GREAT SHIP VASA, BY G. FRANZEN
A B CH D F G LB LF N P RV S T W WO J627.703
GREAT STRUCTURES OF THE WORLD, BY H. A. AND M. C. KLEIN.
A B CH D G K LB LF N S T W WO J720.9
GREAT SWEDISH FAIRY TALES, COMP. BY E. OLENIUS
A B C CH D DM F G K LF N P RV S W WO J398.2
GREAT TALES OF MYSTERY AND ADVENTURE, BY R. L. STEVENSON
A B BK C CH D F G K LB LF N RV S SH T W WO FICTION
GREAT TEAMS OF PRO BASKETBALL, BY L. SABIN
A B BK D F G K LB LF N P RV S T W WO J796.32
GREAT THIRST, BY J. SEED
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A C CH D JB C911
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**barato, -ta,** *a.* cheap, low-priced; easy. — *n.m.* bargain or reduction sale; money given by winning gamblers; *cobrar el barato,* to dominate over; *dar de barato,* to admit for the sake of argument; *echar* or *meter a barato,* to confuse, interrupt (a speaker); *lo barato es caro,* cheap things are dear in the long run. — *adv.* cheaply; *de barato,* gratuitously, without interest.
**báratro,** *n.m.* (*poet.*) hell; (*Bibl.*) Sheol; abysm.
**baratura,** *n.f.* cheapness, little value.
**baraúnda,** *n.f.* noise, hurly-burly, confusion.
**baraustado, -da,** *a.* aimed, pointed; (*slang*) stabbed to death. — *p.p.* [BARAUSTAR].
**baraustador,** *n.m.* (*slang*) dagger.
**baraustar,** *v.t.* to aim, point; to ward off, deflect (blow).
**barba,** *n.f.* chin; beard; shave, shaving; goat's whiskers; first swarm of bees; top of a beehive; wattle. — *n.m.* player who takes old men's parts; *barba cerrada,* thick strong beard; *barbas de chivo* or *de macho,* (*coll.*) pointed beard; man having such a beard; *barbas de zamarro,* heavy curly beard; *a barba regada,* very abundantly; *andar con la barba por el suelo,* to be very old, decrepit; *andar, estar con, traer la barba sobre el hombro,* to be on the alert, cautious; *llevar de la barba,* to rule, domineer; to lead by the nose; *tirarse, pelarse* (*de*) *las barbas,* to fly into a rage; *temblarle a uno la barba,* to be afraid; *tener una mujer buenas barbas,* to be a good-looking woman; *tentarse la barba,* to stroke one's beard; *mentir por la barba,* to tell a barefaced lie; *barba cabruna,* (*bot.*) yellow goat's beard; *barba de Aarón,* (*bot.*) green dragon arum; *barba a barba,* face to face; *por barba,* per head, apiece; *hacer la barba,* shave; (*coll.*) to annoy, irritate; to flatter; *a poca barba, poca vergüenza,* youth is rash and daring. — *pl.* (*astron.*) beard (comet); slender roots; fibres; rough edges of paper; vanes of a quill; (*vet.*) ranula; *a la barba, en sus barbas,* in his beard, to his face; *barbas de ballena,* whalebone; *barbas de gallo,* wattle; *barba honrada,* honourable man; *subirse a las barbas,* to show disrespect, to fly in one's face; *tener pocas barbas,* to be young or without experience; *echarlo a las barbas,* to reproach a man with something.
**barbacana,** *n.f.* (*mil.*) barbican; churchyard wall; loophole.
**barbacoa; barbacuá,** *n.f.* (*Am.*) barbecue.
**barbada,** *n.f.* lower jaw of a horse; bridle-curb; (*ichth.*) dab, small flatfish.
**barbadamente,** *adv.* strongly, vigorously.
**barbado, -da,** *a.* bearded, barbed, barbated. — *n.m.* full-grown man; vine or tree transplanted; (*bot.*) shoot, sucker; (*slang, zool.*) buck; *plantar de barbado,* to plant a sucker with roots. — *p.p.* [BARBAR].
**barbaja,** *n.f.* (*bot.*) cut-leaved viper's-grass. — *pl.* (*agric.*) first roots of plants.
**barbaján,** *n.m., a.* (*Cub., Mex.*) coarse, clumsy, brutish.
**barbajuelas,** *n.f.pl.* small roots.
**barbar,** *v.i.* to grow a beard; to rear bees; (*agric.*) to strike root.
**bárbaramente,** *adv.* barbarously, savagely, coarsely, rudely.
**barbáricamente,** *adv.* like barbarians.
**barbárico, -ca,** *a.* barbarous, barbarian.
**barbaridad,** *n.f.* barbarity, barbarism, cruelty; (*fig.*) temerity, rashness; rudeness; wild expression or action; lack of breeding; (*coll.*) nonsense; blunder; (*coll.*) great quantity; *comer una barbaridad,* to eat enormously; *¡qué barbaridad!* (*coll.*) what a scandal! how absurd!
**barbarie,** *n.f.* (*fig.*) barbarousness, incivility; rusticity; cruelty.
**barbarismo,** *n.m.* barbarism, barbarousness; (*poet.*) crowd of barbarians.
**barbarizar,** *v.t.* (*pret.* **barbaricé**; *pres. subj.* **barbarice**) to barbarize. — *v.i.* (*fig.*) to make wild statements.
**bárbaro, -ra,** *a.* barbaric, barbarous, barbarian; (*coll.*) fierce, cruel; (*fig.*) rash, reckless; rude, unpolished; (*coll.*) very big. — *n.m.f.* barbarian.
**barbarote, -ta,** *a.* (*coll.*) very fierce, cruel; very reckless; extremely rude, ill-bred.
**barbato, -ta,** *a.* having the tail before the nucleus (of comets).
**barbaza,** *n.f.* long beard.
**barbear,** *v.t.* to reach with the chin; (*Mex.*) to shave; (*Mex.*) to throw down a steer. — *v.i.* to be almost as high (one thing) as (another); *barbear con la pared,* to be nearly as high as the wall; *barbeando,* (*naut.*) lying alongside. — *v.r.* (*fig.*) to be very stiff with someone.
**barbechada,** *n.f.* (*agric.*) ploughing.
**barbechar,** *v.t.* (*agric.*) to fallow; to prepare ground for sowing.
**barbechera,** *n.f.* series of ploughings; act of ploughing; fallowing season.
**barbecho,** *n.m.* fallow; first ploughing of the ground; ploughed land ready for sowing; *firmar como en un barbecho,* (*coll.*) to sign without due examination or reflection.
**barbera,** *n.f.* barber's wife.
**barbería,** *n.f.* barber's shop or trade.
**barberil,** *a.* pertaining to a barber, barber-like.
**barberillo,** *n.m.* little barber.
**barbero,** *n.m.* barber; (*prov.*) net for barbel; (*Mex.*) flatterer, fawner; (*ichth.*) fish of the Caribbean Sea; *ni barbero mudo, ni cantor sesudo,* the barber is as talkative as the actor is improvident.
**barbeta,** *n.f.* (*naut.*) gasket; (*artill.*) barbette; *a barbeta,* (*artill., fort.*) en barbette.
**barbi,** *a.* (*slang*) generous, very good.
**barbián, -na,** *a.* (*coll.*) bold, forward; free, easy.
**barbiblanco, -ca,** *a.* grey or white-bearded.
**barbicacho,** *n.m.* ribbon tied under the chin.
**barbicano, -na,** *a.* grey-bearded.
**barbicastaño,** *a.* with chestnut-coloured beard.
**barbiespeso, -sa,** *a.* having a thick beard.
**barbihecho, -cha,** *a.* freshly shaven.
**barbijo,** *n.m.* (*Arg. & prov.*) chin-strap; scar on face.
**barbilampiño, -ña,** *a.* smooth-chinned; with a thin beard.
**barbilindo, -da,** *a.* well-shaved and trimmed; effeminate and pretty; foppish, dandyish.
**barbilucio, -cia,** *a.* smooth-faced, pretty, genteel.
**barbiluengo,** *a.* long-bearded.
**barbilla,** *n.f.* point of the chin; (*ichth.*) barbel, fleshy filament; (*carp.*) rabbet; (*vet.*) ranula, tumour under the tongue; (*Col.*) man with thin beard.



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separated from the body — compare HIDE **b** : a sheet of parchment or vellum made from a hide **c** : BOTTLE 1b **2 a** : the external limiting layer of an animal body esp. when forming a tough but flexible cover; *also* : the 2-layered tissue of which this is formed in a vertebrate — compare DERMIS, EPIDERMIS **b** : an outer or surface layer (as a rind) ⟨a sausage *skin*⟩ ⟨apple *skins*⟩ **3** : the life or physical well-being of a person ⟨made sure to save his *skin*⟩ **4** : a sheathing or casing forming the outside surface of a structure (as a ship or airplane) — **skin·less** \-ləs\ *adj* — **skinned** \'skind\ *adj*

**²skin** *vb* **skinned**; **skin·ning** **1** : to cover or become covered with or as if with skin **2 a** : to strip, scrape, or rub off the skin of ⟨*skin* a fruit⟩ ⟨*skinned* his knee⟩ **b** : to strip or peel off **3 a** : CHEAT, FLEECE **b** : DEFEAT **c** : CENSURE, REPRIMAND **4 a** : to climb or descend ⟨*skin* up and down a rope⟩ **b** : to pass or get by with scant room to spare

**skin–deep** \'skin-'dēp\ *adj* **1** : as deep as the skin **2** : not thorough or lasting in impression : SUPERFICIAL

**skin dive** *vi* : to swim deep below the surface of water with a face mask and flippers and with or without a portable breathing device — **skin diver** *n*

**skin·flint** \'skin-ˌflint\ *n* : a person who is very hard and grasping in money matters

**skin·ful** \-ˌfu̇l\ *n* **1** : the contents of a skin bottle **2** : a large or satisfying quantity esp. of liquor

**skin game** *n* : a swindling game or trick

**skin graft** *n* : a piece of skin transferred from a donor area to grow new skin at a place denuded (as by burning)

**skink** \'skiŋk\ *n* [Gk *skinkos*] : any of a family of mostly small lizards with small scales

**skin·ner** \'skin-ər\ *n* **1 a** : one that deals in skins, pelts, or hides **b** : one that removes, cures, or dresses skins **2** : a driver of draft animals and esp. of mules

**skin·ny** \'skin-ē\ *adj* **skin·ni·er**; **-est** **1** : resembling skin : MEMBRANOUS ⟨a *skinny* layer⟩ **2** : very thin : LEAN, EMACIATED — **skin·ni·ness** *n*

**skin test** *n* : a test (as a scratch test) performed on the skin and used in detecting allergic hypersensitivity

**skin·tight** \'skin-'tīt\ *adj* : closely fitted to the figure

**¹skip** \'skip\ *vb* **skipped**; **skip·ping** [ME *skippen*] **1 a** : to move or proceed with leaps and bounds : CAPER **b** : to bound or cause to bound off one point after another : RICOCHET **c** : to leap over lightly and nimbly **2** : to leave or leave from hurriedly or secretly **3 a** : to pass over or omit (as an interval, item, or step) **b** : to omit or cause to omit a grade in school in advancing to the next **c** : to pass over without notice or mention **d** : to fail to attend ⟨*skipped* the meeting⟩ **e** : MISFIRE

**²skip** *n* **1 a** : a light bounding step **b** : a gait composed of alternating hops and steps **2** : an act of omission or the thing omitted

**³skip** *n* : the captain of a side in some games (as curling or lawn bowling)

**⁴skip** *vt* **skipped**; **skip·ping** : to act as skipper of

**ski pants** *n pl* : pants for skiing that are ribbed or close-fitted at the ankle

**skip·jack** \'skip-ˌjak\ *n, pl* **skipjacks** *or* **skipjack** : any of various fishes (as a bonito or bluefish) that jump above or play at the surface of the water

**ski pole** *n* : a metal-pointed pole or stick of steel or cane fitted with a strap for the hand at the top and an encircling disk set a little above the point and used as an aid in skiing

**¹skip·per** \'skip-ər\ *n* **1** : one that skips **2 a** : any of numerous small stout-bodied insects of swift erratic flight that differ from the typical butterflies in wing venation and the form of the antennae **b** : any of several small leaping insects ⟨cheese *skippers*⟩

**²skipper** *n* [MD *schipper*, fr. *schip* ship; akin to E *ship*] : the master of a ship; *esp* : the master of a fishing, small trading, or pleasure boat

**¹skirl** \'skərl, 'skirl\ *vb* : to sound the high shrill tone of the bagpipe

**²skirl** *n* : the high shrill sound of a bagpipe

**¹skir·mish** \'skər-mish\ *n* [MF *escarmouche*, fr. It *scaramuccia*] **1** : a minor fight in war usu. incidental to larger movements **2** : a brisk preliminary conflict

**²skirmish** *vi* **1** : to engage in a skirmish **2** : to search about (as for supplies) — **skir·mish·er** *n*

**¹skirr** \'skər\ *vb* **1** : to leave hurriedly : FLEE; *also* : to move rapidly **2** : to pass rapidly over esp. in search of something

**²skirr** *n* : WHIR, ROAR

**¹skirt** \'skərt\ *n* [ON *skyrta* shirt, kirtle; akin to E *shirt*] **1 a** : a free hanging part of a garment extending from the waist down **b** : a separate free hanging garment for women and girls covering the body from the waist down **c** : either of two flaps on a saddle covering the bars on which the stirrups are hung **2** *pl* : the outlying parts of a town or city : OUTSKIRTS **3** : a part or attachment serving as a rim, border, or edging **4** *slang* : GIRL, WOMAN

**²skirt** *vb* **1** : to form or run along the edge of : BORDER **2** : to provide a skirt or border for **3 a** : to go or pass around or about; *esp* : to go around or keep away from in order to avoid danger or discovery **b** : to evade or miss by a narrow margin **4** : to be, lie, or move along an edge, border, or margin — **skirt·er** *n*

**skirt·ing** \-iŋ\ *n* **1** : something that skirts: as **a** : BORDER, EDGING **b** *Brit* : BASEBOARD **2** : fabric (as wool) suitable for skirts

**ski run** *n* : a slope or trail suitable for skiing

**ski suit** *n* : a warm outfit for winter sports made in one-piece or two-piece style with a jacket top and pants usu. having ribbed cuffs

**skit** \'skit\ *n* **1** : a satirical or humorous story or sketch; *esp* : a sketch included in a dramatic performance (as a review) **2** : a short serious dramatic piece; *esp* : one done by amateurs

**ski tow** *n* **1** : a power-driven conveyor for pulling skiers to the top of a slope that consists usu. of an endless motor-driven moving rope which the skier grasps **2** : SKI LIFT

**skit·ter** \'skit-ər\ *vb* : to glide or skip lightly or quickly : skim along a surface

**skit·tish** \'skit-ish\ *adj* [ME] **1** : lively or frisky in action : CAPRICIOUS **2** : easily frightened : RESTIVE ⟨a *skittish* horse⟩ **3** : COY, BASHFUL — **skit·tish·ly** *adv* — **skit·tish·ness** *n*

**skit·tle** \'skit-ᵊl\ *n* **1** *pl* : a form of ninepins that sometimes uses wooden disks instead of balls **2** : one of the pins used in skittles

**¹skiv·vy** \'skiv-ē\ *n, pl* **skivvies** *Brit* : a female domestic servant

**²skivvy** *n, pl* **skivvies** : underwear consisting of shorts and a collarless short-sleeved pullover — usu. used in pl.

**skoal** \'skōl\ *n* [Dan *skaal*, lit., cup; akin to E ¹*scale*] : TOAST, HEALTH — often used interjectionally

**skua** \'skyü-ə\ *n* [NL, of Scand origin] : JAEGER; *esp* : a large No. Atlantic jaeger

**skul·dug·gery** *or* **skull·dug·gery** \ˌskəl-'dəg-(ə-)rē\ *n, pl* **-ger·ies** : underhanded or unscrupulous behavior : DISHONESTY, TRICKERY

**¹skulk** \'skəlk\ *vi* [of Scand origin] **1** : to move in a stealthy or furtive manner : SNEAK **2** : to hide or conceal oneself from cowardice or fear or with treacherous intent — **skulk·er** *n*

**syn** SKULK, SLINK, SNEAK mean to go or act so as to escape attention. SKULK may imply shyness or cowardice but often suggests an intent to spy or waylay; SLINK stresses a moving so as to avoid notice rather than keeping actually out of sight; SNEAK may add an implication of furtively entering or leaving a place or of accomplishing a purpose by indirect and underhanded methods

**²skulk** *n* : SKULKER

**skull** \'skəl\ *n* [of Scand origin] **1** : the vertebrate head skeleton that forms a bony or cartilaginous case enclosing the brain and chief sense organs and supporting the jaws **2** : the seat of understanding or intelligence : MIND

**skull and cross·bones** \-'krȯs-ˌbōnz\ *n* : a representation of a human skull over crossbones usu. used as a warning of danger to life

**skull·cap** \'skəl-ˌkap\ *n* : a close-fitting cap; *esp* : a light cap without brim for indoor wear

**skull practice** *n* : a strategy class for an athletic team

**¹skunk** \'skəŋk\ *n, pl* **skunks** *also* **skunk** [of Algonquian origin] **1** : any of various common omnivorous black-and-white New World mammals related to the weasels and having glands near the anus from which a secretion of pungent and offensive odor is ejected when the animal is startled **2** : an obnoxious person



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## Reading and Study Guide on Socrates

### Topics for study

With Plato's *Euthyphro* as a guide, describe the Socratic method. Compare and contrast it with the deductive process. Which do you think is a better way of reasoning, and why? See especially books C, E, and H below.

Why did Aristophanes choose Socrates as the target in his satire *The Clouds*? Do you think the attack was justifiable? See especially books G and I below.

Assume that you are the lawyer defending Socrates at his trial and write your final speech in his defense. See especially book F below.

Read Plato's *Phaedo* and *Apology* and reconstruct the circumstances of Socrates' death. Do you think Socrates' teachings were reasonable? Explain. Which of your ideas would you be willing to die for? Why? See especially books B, F, and H below.

### Books to read

**Level I**

(A) Mason, Cora C. *Socrates: The Man Who Dared To Ask.* Beacon, 1963. Biography.

(B) Silverberg, Robert. *Socrates.* Putnam, 1965. Biography includes summary of Socrates' philosophy.

(C) Turlington, Bayly. *Socrates, the Father of Western Philosophy.* Watts, 1969. Biography and examination of Socratic method.

(D) Versenyi, Laszlo. *Socratic Humanism.* Yale, 1963. Also in paperback. Introduction to Socratic philosophy.

**Level II**

(E) Copleston, Frederick. *A History of Philosophy: Greece and Rome, Vol. 1, Part 1.* Doubleday, 1962. Paperback. Includes commentary on the Socratic method.

(F) Eliot, Alexander. *Socrates: Fresh Appraisal of the Most Celebrated Case in History.* Crown, 1967. An account of the trial in dramatic form.

(G) Levin, Richard. *The Question of Socrates.* Harcourt, 1961. Also in paperback. Contains the complete text of Aristophanes' *The Clouds* and Plato's *Apology*, and excerpts from *Phaedo* and *The Republic*.

(H) Plato. *Last Days of Socrates. Euthyphro; Apology; Crito; Phaedo.* Penguin, n.d. Paperback.

(I) Strauss, Leo. *Socrates and Aristophanes.* Basic Books, 1966. Explains the relationship between the two men and examines, summarizes, and explains each of Aristophanes' comedies.

### Other resources

*The Death of Socrates* (film, 1969). 45 min, sound, bw, 16mm. Time-Life Films.

*The Death of Socrates* (film, 1955). "You Are There" series. 25 min, sound, bw, 16mm. Produced by CBS. Source: Contemporary.

*Man and the State: The Trial of Socrates* (film, 1971). 28½ min, sound, c, 16mm. BFA Educational Media.

*Plato's Apology* (records, n.d.). LP's, sound. Caedmon.

*Plato's Apology: The Life and Teachings of Socrates* (film, 1969). 30 min, sound, c, 16mm. Encyclopaedia Britannica Films.

See also index information under the heading *Socrates*. For addresses of sources, see the list at the end of this volume.

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## EGYPT, ANCIENT

land in Asia, and the Philistines and other invaders threatened Egypt from the eastern Mediterranean Sea.

King Seti I recaptured Palestine and Syria (see SETI I). His son, Ramses II, fought the Hittites. Ramses' long reign began strongly, but it developed inner weaknesses (see RAMSES II).

Between 1500 and 1000 B.C., the civilized world had entered the Iron Age. Egypt had no sources of iron, and found it increasingly difficult to import the metal from Asia. Egypt could not compete with armies that had iron weapons. It gradually gave up its outlying possessions, such as Palestine. The country never again wielded the same amount of power in the eastern Mediterranean area that it had enjoyed when copper was essential. The twentieth dynasty ended with Egypt divided into small states that cooperated in trade and commerce, but competed for political power.

**The Period of Invasions.** Non-Egyptians dominated ancient Egypt during the final period of its history. Libyan princes became the first outsiders to rule the country at this time. Sheshonk I, a Libyan, seized the Egyptian throne about 945 B.C. After about 200 years of Libyan rule, a Sudanese leader named Piankhi led an army that overthrew the Libyans. But the Assyrians ousted the Sudanese about 85 years later.

The Assyrians concentrated on other conquests, and allowed the Egyptians to regain some independence. The pharaohs reigned at Sais on the Nile Delta, from 670 to 525 B.C. These years are called the *Saite Period*. The Egyptians tried to revive their former glory by copying old monuments and ways of doing things.

By 525 B.C., the Persians had driven the Assyrians from Egypt. They ruled the country for nearly 200 years. In 332 B.C., Alexander the Great added Egypt to his empire. When Alexander died, one of his leading generals, Ptolemy, succeeded him in Egypt. Ptolemy I took the title of King of Egypt in 306 B.C., and founded the dynasty known as the *Ptolemies*. The dynasty ended when Cleopatra died in 30 B.C.

The Ptolemies developed Egypt's resources and culture, and encouraged trade with other nations. Alexandria became the capital of Egypt. The city prospered and grew until it ranked second only to the powerful city of Rome as the center of culture and population in the Mediterranean world. The Ptolemies established academies and a great library in the city. Alexandria became the intellectual and religious center of the world.

Egypt's rulers may have succeeded too well in developing the country. The Romans became interested in Egypt as a source of grain. In 30 B.C., their armies conquered the country and made it a Roman province.

**Roman and Byzantine Rule.** The Roman conquest changed little of Egypt's character. A *prefect* governed the country as a personal possession of the Roman emperor. Roman demands on Egypt for more and more grain caused food shortages and widespread poverty.

Christian missionaries discovered that the Egyptians readily accepted the new religion. They emphasized self-denial and a concern with the next world rather than the present life. Egyptians who followed the teachings of Christ became known as *Copts*. The Coptic Church grew strong from A.D. 300 to 500. But Christianity gradually weakened in Egypt.

Byzantine rule began about A.D. 395, when the Roman Empire broke into western and eastern sections (see BYZANTINE EMPIRE). In 639, the Arab conqueror Amr ibn al-As began the invasion of Egypt. The Arabs took over Alexandria in 642. The country gradually became a Muslim nation. For the story of Egypt after 642, see EGYPT (History). Critically reviewed by RICARDO A. CAMINOS

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**I. The Land and Its Resources**
- A. Location and Size
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**II. Life of the People**
- A. The People
- B. Language
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- A. Agriculture
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**IV. Activities of the People**
- A. Education
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- D. The Sciences

**V. Government**

**VI. History**


**Questions**

Why has Egypt been called the *gift of the Nile?*

How did hieroglyphic writing differ from hieratic?

What were Egyptian students required to learn in the school for scribes?

Why did the Egyptians build pyramids?

How long did ancient Egypt survive as a center of civilization?

When did ancient Egypt reach the height of its power? What were some of its outlying possessions?

Why did the ancient Egyptians call their country the *Two Lands?*

What are some major contributions of the Egyptians in the arts and sciences?

When did the Egyptians begin to use camels for transportation?

What was the chief occupation in ancient Egypt?

**Reading and Study Guide**

See *Egypt, Ancient*, in the RESEARCH GUIDE/INDEX, Volume 22, for a *Reading and Study Guide*.



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## EGYPT, ANCIENT

**Trade and Transportation.** Egyptian ships sailed to many ports of the civilized world, both as peaceful traders and as conquerors. They traveled northwest into ports in the Aegean Sea, and northeast to Palestine, Phoenicia, Syria, and the land of the Hittites in Asia. To the south, they traded with peoples along the eastern coast of Africa. According to tradition, the Egyptians dug a canal to link the eastern part of the Nile Delta with the Red Sea as early as the 1900's B.C. Some historians believe that the Egyptians were the first people to sail the dangerous Cape of Good Hope route around the southern tip of Africa. Egyptian caravans made many expeditions to Sudan.

The ancient Egyptians traded by *bartering* (exchanging goods for other goods). They bartered their copper, grain, linen, papyrus, and fine-grained stones for woods such as cedar, cypress, fir, and pine from Lebanon. They also bartered for gold, hides, ivory, ostrich feathers, and tropical woods in Punt, southeast of Egypt on the Red Sea. Farmers often traded their barley and flax locally for small manufactured goods, such as magical charms, metal knives, sandals, and storage pots. The Egyptians did not use coins until about 300 B.C.

Galley ships and sailing vessels carried passengers and cargoes. The Egyptians made small boats from their limited supply of wood. They made seagoing vessels from cedar and fir imported from Asia.

Attendants at the royal court carried nobles and members of the royal family from place to place in sedan chairs. After the Egyptians began using horses, about 1700 B.C., they traveled in chariots. Donkey caravans carried people and goods in the desert regions. The Egyptians did not begin to use camels until about 500 B.C. The government used messengers to keep in touch with the distant parts of the widespread empire.

### Activities of the People

**Education.** Most Egyptian boys learned their work from their fathers, or as apprentices in various trades. Boys of royal and wealthy families were trained to become priests or government officials. At an early age, they were placed in the schools for scribes at the capital. Priests controlled the schools. They required the students to memorize classic texts, take dictation, and learn to use about 700 characters of the Egyptian language. They also taught literature. Schoolboys practiced their writing by copying stories and proverbs. Archaeologists have found copybooks that these boys used for practicing handwriting. But the number of persons who could read and write apparently was small.

**Religion** appeared in every part of life in ancient Egypt. The Egyptians believed that gods and goddesses took part in every human activity from birth to death. For the Egyptian, the good life depended on obeying the commands of the gods. After a person died, the gods would judge how well the person had obeyed their directions. The Egyptians believed that their king was a god who could keep the country prosperous by his divine powers.

In the earliest period, the Egyptians worshiped the forces of nature, such as wind and water. As towns grew up, each adopted its own special god. In one part of the delta, the people worshiped Horus, the god of heaven (see HORUS). In another district, the people worshiped Osiris, the god of vegetation, who later became the god of the dead (see OSIRIS). Heliopolis, near Cairo, was the center for the worship of the sun god Re, or Ra (see RE). Heliopolis means *city of the sun* in Greek. About 2500 B.C., priests at Heliopolis developed the worship of Re as the nation's first state religion. Other members of Re's divine family included Osiris and his wife, Isis; Set, the evil brother of Osiris, and his wife Nephthys; Shu, god of air; Tefnut, goddess of moisture; Geb, god of earth; and Nut, goddess of the sky (see MYTHOLOGY [picture: The Separation of the Earth from the Sky]).

The people of Thebes worshiped Amon, the god of the air and fertility. After Thebes became the political center of the empire, Amon became the empire's chief god. The people identified Amon with the sun god, Re, and Amon became known as Amon-Re (see AMON).

The Egyptians believed that certain animals might serve individual gods in a special way. For example, they regarded the ram as acceptable to Amon, and chose one ram to be the temple animal of that god. Other sacred animals included the baboon, bull, cat, crocodile, and jackal.

The people of ancient Egypt took great care in preparing for life after death. They denied that death ended the existence of a person who had led a good life. They believed that the next world would be like Egypt in its richest and most enjoyable form. They built stone tombs and filled them with clothing, food, furnishings, and jewelry for use in the next world. They embalmed their dead and wrapped the bodies in layers of cloth. Preserved bodies were called *mummies* (see EMBALMING; MUMMY).

The Egyptians carved inscriptions on the walls of their tombs. They also wrote on the insides of the coffins. They placed papyrus copies of the *Book of the Dead* in the tombs to protect the spirits of the dead. The *Book of the Dead* contained spells and prayers. See HIEROGLYPHIC (pictures).

The priests conducted the rituals and guarded the temples. They acquired much political power. For example, the king did not make them pay the *corvée*, a tax in labor that furnished the government with workers. The priests used thousands of people to work in the temples and divine lands.

**The Arts** reached full development early in the history of Egypt. All the arts, including literature, were influenced by religion. Egyptian literature covered a wide range of subjects, from hymns to fairy tales.

The Egyptians planned their monuments to last forever. Their greatest architectural achievement was the construction of the pyramids. The Great Pyramid at Giza (Al Jizah) contained about 2,300,000 stone blocks. The blocks averaged about 5,000 pounds (2,300 kilograms) apiece in weight. Workmen shaped each stone so carefully that the blocks fitted together with only paper-thin spaces between them.

The Egyptians also built towering temples with thick walls that sloped in gently toward the top. Examples of such architecture include the temples at Karnak and Luxor. See ARCHITECTURE (Beginnings); PYRAMIDS.

Painting and sculpture in Egypt went through several phases. The earliest paintings and relief sculptures had a flattened appearance, and statues had a squared-off



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| 160 | Grand-Lieu, L. de | (grän'-lyû) | Fr. | 46·00 N | 1·45 W |
| 98 | Grand Manan (I.) | (mă-năn') | Can. | 44·40 N | 66·50 W |
| 97 | Grand Mère | (grăN măr') | Can. | 46·36 N | 72·43 W |
| 161 | Grand Morin (R.) | (mô-răN') | Fr. (Paris In.) | 48·23 N | 2·19 E |
| 162 | Grândola | (grän'dô-lä) | Port. | 38·10 N | 8·36 W |
| 109 | Grand Portage Ind. Res. | (pōr'tĭj) | Mn. | 47·54 N | 89·34 W |
| 109 | Grand Portage Nat'l. Mon. | | Mi. | 47·59 N | 89·47 W |
| 113 | Grand Prairie | (prĕ'rē) | Tx. (Dallas, Fort Worth In.) | 32·45 N | 97·00 W |
| 115 | Grand Quivira Natl. Mon. | (kē-vē'rä) | NM | 34·10 N | 106·05 W |
| 95 | Grand Rapids | | Can. | 53·08 N | 99·20 W |
| 104 | Grand Rapids | (răp'ĭdz) | Mi. | 43·00 N | 85·45 W |
| 109 | Grand Rapids | | Mn. | 47·16 N | 93·33 W |
| 95 | Grand Rapids Forebay (Res.) | | Can. | 53·10 N | 100·00 W |
| 98 | Grand-Riviere | | Can. | 48·26 N | 64·30 W |
| 111 | Grand Teton Mt. | | Wy. | 43·46 N | 110·50 W |
| 111 | Grand Teton Natl. Park | (tē'tŏn) | Wy. | 43·54 N | 110·15 W |
| 104 | Grand Traverse B. | (trăv'ĕrs) | Mi. | 45·00 N | 85·30 W |
| 129 | Grand Turk | (tûrk) | Turks & Caicos Is. | 21·30 N | 71·10 W |
| 119 | Grand Turk (I.) | | Turks & Caicos Is. | 21·30 N | 71·10 W |
| 113 | Grandview | (grănd'vyōō) | Mo. (Kansas City In.) | 38·53 N | 94·32 W |
| 115 | Grand Wash (R.) | (wŏsh) | Az. | 36·20 N | 113·52 W |
| 111 | Granger | (grān'jĕr) | Wy. | 41·37 N | 109·58 W |
| 110 | Grangeville | (grānj'vĭl) | Id. | 45·56 N | 116·08 W |
| 113 | Granite City | (grăn'ĭt sĭt'ĭ) | Il. (St. Louis In.) | 38·42 N | 90·09 W |
| 108 | Granite Falls | (fôlz) | Mn. | 44·46 N | 95·34 W |
| 121 | Granite Falls | | NC | 35·49 N | 81·25 W |
| 112 | Granite Falls | | Wa. (Seattle In.) | 48·05 N | 121·59 W |
| 99 | Granite L. | | Can. | 48·01 N | 57·00 W |
| 92 | Granite Mtn. | | Ak. | 55·30 N | 132·35 W |
| 111 | Granite Pk. | | Mt. | 45·13 N | 109·48 W |
| 121 | Graniteville | (grăn'ĭt-vĭl) | SC | 33·35 N | 81·50 W |
| 135 | Granito | (grä-nē'tō) | Braz. | 7·39 S | 39·34 W |
| 162 | Granja de Torrehermosa | (grän'hä dā tŏr'rā-ĕr-mō'sä) | Sp. | 38·21 N | 5·38 W |
| 156 | Gränna | (grĕn'ä) | Swe. | 58·02 N | 14·38 E |
| 163 | Granollérs | (grä-nôl-yĕrs') | Sp. | 41·36 N | 2·19 E |
| 134 | Gran Pajonal (Marsh) | (grä'n-pä-kō-näl') | Peru | 11·14 S | 71·45 W |
| 119 | Gran Piedra (Mtn.) | (grän-pyĕ'drä) | Cuba | 20·00 N | 75·40 W |
| 148 | Grantham | (grăn'tăm) | Eng. | 52·54 N | 0·38 W |
| 107 | Grant Park | (grănt pärk) | Il. (Chicago In.) | 41·14 N | 87·39 W |
| 110 | Grants Pass | (grănts păs) | Or. | 42·26 N | 123·20 W |
| 160 | Granville | (grăn'-vĕl') | Fr. | 48·52 N | 1·35 W |
| 105 | Granville | (grăn'vĭl) | NY | 43·25 N | 73·15 W |
| 95 | Granville (L.) | | Can. | 56·18 N | 100·30 W |
| 135 | Grão Mogol | (groun' mōō-gôl') | Braz. | 16·34 S | 42·35 W |
| 113 | Grapevine | (grāp'vĭn) | Tx. (Dallas, Fort Worth In.) | 32·56 N | 97·05 W |
| 156 | Gräso (I.) | | Swe. | 60·30 N | 18·35 E |
| 105 | Grass (R.) | | NY | 44·45 N | 75·10 W |
| 123 | Grass Cay (I.) | | Vir. Is. (U.S.A.) (St. Thomas In.) | 18·22 N | 64·50 W |
| 161 | Grasse | (grăs) | Fr. | 43·39 N | 6·57 E |
| 112 | Grass Mtn. | (grăs) | Wa. (Seattle In.) | 47·13 N | 121·48 W |
| 114 | Grass Valley | | Ca. | 39·12 N | 121·04 W |
| 99 | Grates Pt. | (grāts) | Can. | 48·09 N | 52·57 W |
| 160 | Graulhet | (grō-lĕ) | Fr. | 43·46 N | 1·58 E |
| 94 | Gravelbourg | (grăv'ĕl-bûrg) | Can. | 49·53 N | 106·34 W |
| 148 | Gravesend | (grāvz'ĕnd') | Eng. (London In.) | 51·26 N | 0·22 E |
| 164 | Gravina | (grä-vē'nä) | It. | 40·48 N | 16·27 E |
| 129 | Gravois, Pte. | (grä-vwä') | Hai. | 18·00 N | 74·20 W |
| 161 | Gray | (grā) | Fr. | 47·26 N | 5·35 E |
| 104 | Grayling | (grā'lĭng) | Mi. | 44·40 N | 84·40 W |
| 107 | Grayslake | (grāz'lāk) | Il. (Chicago In.) | 42·20 N | 88·20 W |
| 116 | Grays Pk. | (grāz) | Co. | 39·29 N | 105·52 W |
| 167 | Grayvoron | (grä-ĕ'vô-rôn) | Sov. Un. | 50·28 N | 35·41 E |
| 158 | Graz | (grāts) | Aus. | 47·05 N | 15·26 E |
| 128 | Great Abaco (I.) | (ä'bä-kō) | Ba. | 26·30 N | 77·05 W |
| 205 | Great Artesian Basin (Reg.) | (är-tēzh-an bā-sĭn) | Austl. | 23·16 S | 143·37 E |
| 204 | Great Australian Bight | (ôs-trā'l-ăn bīt) | Austl. | 33·30 S | 127·00 E |
| 128 | Great Bahama Bk. | (bä-hä'mä) | Ba. | 25·00 N | 78·50 W |
| 205 | Great Barrier (I.) | (bär'l-ĕr) | N. Z. (In.) | 37·00 S | 175·31 E |
| 205 | Great Barrier Rf. | (bä-rĭ-ĕr rĕf) | Austl. | 16·43 S | 146·34 E |
| 102 | Great Basin | (grāt bā's'n) | U. S. | 40·08 N | 117·10 W |
| 90 | Great Bear L. | (bâr) | Can. | 66·10 N | 119·53 W |
| 116 | Great Bend | (bĕnd) | Ks. | 38·41 N | 98·46 W |
| | Great Bitter, see Al Buḥayrah al Murrah al Kubrá | | | | |
| 154 | Great Blasket (Is.) | (blăs'kĕt) | Ire. | 52·05 N | 10·55 W |
| 146 | Great Britian | (brĭt'n) | U. K. | 56·53 N | 0·02 W |
| 127 | Great Corn I. | | Nic. | 12·10 N | 82·54 W |
| 111 | Great Divide Basin | (dĭ-vīd' bā's'n) | Wy. | 42·10 N | 108·10 W |
| 205 | Great Dividing Ra. | (dĭ-vī-dĭng rānj) | Austl. | 35·16 S | 146·38 E |
| 96 | Great Duck (I.) | (dŭk) | Can. | 45·40 N | 83·22 W |
| | Greater Khingan Ra., see Tahsinganling Shanmo | | | | |
| 109 | Greater Leech Ind. Res. | (grāt'ĕr lēch) | Mn. | 47·39 N | 94·27 W |
| 129 | Great Exuma (I.) | (ĕk-sōō'mä) | Ba. | 23·35 N | 76·00 W |
| 111 | Great Falls | (fôlz) | Mt. | 47·30 N | 111·15 W |
| 121 | Great Falls | | SC | 34·32 N | 80·53 W |
| 129 | Great Guana Cay (I.) | (gwä'nä) | Ba. | 24·00 N | 76·20 W |
| 128 | Great Harbor Cay (I.) | (kē) | Ba. | 25·45 N | 77·50 W |
| 129 | Great Inagua (I.) | (ē-nä'gwĭ) | Ba. | 21·00 N | 73·15 W |
| 184 | Great Indian Des. | | India | 27·35 N | 71·37 E |
| 128 | Great Isaac (I.) | (ī'zăk) | Ba. | 26·05 N | 79·05 W |
| 212 | Great Karroo (Mts.) | (grāt kă'rōō) | S. Afr. | 32·45 S | 22·00 E |
| 212 | Great Namaland (Reg.) | | S. W. Afr. | 25·45 S | 16·15 E |
| 106 | Great Neck | (nĕk) | NY (New York In.) | 40·48 N | 73·44 W |
| 196 | Great Nicobar I. | (nĭk-ō-bär') | Andaman & Nicobar Is. | 7·00 N | 94·18 E |
| 128 | Great Pedro Bluff (Hd.) | | Jam. | 17·50 N | 78·05 W |
| 75 | Great Plains, The (Reg.) | (plānz) | N. A. | 45·00 N | 104·00 W |
| 129 | Great Ragged (I.) | | Ba. | 22·10 N | 75·45 W |
| 217 | Great Ruaha (R.) | | Tan. | 7·45 S | 34·50 E |
| 164 | Great St. Bernard Pass | (sānt bĕr-närd') | Switz.-It. | 45·53 N | 7·15 E |
| 128 | Great Sale Cay (I.) | (sāl kē) | Ba. | 27·00 N | 78·15 W |
| 111 | Great Salt L. | (sôlt lāk) | Ut. | 41·19 N | 112·48 W |
| 102 | Great Salt Lake Des. | | U. S. | 41·00 N | 113·30 W |
| 116 | Great Salt Plains Res. | | Ok. | 36·56 N | 98·14 W |
| 116 | Great Sand Dunes Natl. Mon. | | Co. | 37·56 N | 105·25 W |
| 94 | Great Sand Hills (sănd) | | Can. | 50·35 N | 109·05 W |
| | Great Sandy (I.), see Fraser | | | | |
| 204 | Great Sandy Des. | (săn'dē) | Austl. | 21·50 S | 123·10 E |
| 110 | Great Sandy Des. | (săn'dĭ) | Or. | 43·43 N | 120·44 W |
| 101 | Great Sitkin (I.) | (sĭt-kĭn) | Ak. | 52·18 N | 176·22 W |
| 90 | Great Slave (L.) | (slāv) | Can. | 61·37 N | 114·58 W |
| 120 | Great Smoky Mts. Natl. Park | (smōk-ē) | NC-Tn. | 35·43 N | 83·20 W |
| 128 | Great Stirrup Cay (I.) | (stĭr-ŭp) | Ba. | 25·50 N | 77·55 W |
| 204 | Great Victoria Des. | (vĭk-tō'rĭ-ä) | Austl. | 29·45 S | 124·30 E |
| 148 | Great Waltham | (wôl'thŭm) | Eng. | 51·47 N | 0·27 E |
| 155 | Great Yarmouth | (yär-măth) | Eng. | 52·35 N | 1·45 E |
| 156 | Grebbestad | (grĕb-bĕ-städh) | Swe. | 58·42 N | 11·15 E |
| 215 | Gréboun, Mont (Mtn.) | | Niger | 20·00 N | 8·35 E |
| 162 | Gredos, Sierra de (Mts.) | (syĕ'r'rä dā grä'dōs) | Sp. | 40·13 N | 5·30 W |
| 146 | Greece (grēs) | | Eur. | 39·00 N | 21·30 E |
| 116 | Greeley (grē'lĭ) | | Co. | 40·25 N | 104·41 W |
| 120 | Green (R.) | (grēn) | Ky. | 37·13 N | 86·30 W |
| 108 | Green (R.) | | ND | 47·05 N | 103·05 W |
| 102 | Green (R.) | | U. S. | 38·30 N | 110·10 W |
| 115 | Green (R.) | | Ut. | 38·30 N | 110·05 W |
| 102 | Green (R.) | | Wa. (Seattle In.) | 47·17 N | 121·57 W |
| 102 | Greenbank | (grēn'bănk) | Wa. (Seattle In.) | 48·06 N | 122·35 W |
| 119 | Green Bay | | Tx. (In.) | 29·53 N | 95·13 W |
| 109 | Green Bay | | Wi. | 44·30 N | 88·04 W |
| 103 | Green B. | | U. S. | 44·55 N | 87·40 W |
| 106 | Greenbelt | (grēn'bĕlt) | Md. (Baltimore In.) | 38·59 N | 76·53 W |
| 104 | Greencastle | (grēn-kăs'l) | In. | 39·40 N | 86·50 W |
| 128 | Green Cay (I.) | | Ba. | 24·05 N | 77·10 W |
| 121 | Green Cove Springs | (kōv) | Fl. | 29·56 N | 81·42 W |
| 107 | Greendale | (grēn'dāl) | Wi. (Milwaukee In.) | 42·56 N | 87·59 W |
| 104 | Greenfield | (grēn'fēld) | In. | 39·45 N | 85·40 W |
| 109 | Greenfield | | Ia. | 41·16 N | 94·30 W |
| 105 | Greenfield | | Ma. | 42·35 N | 72·35 W |
| 117 | Greenfield | | Mo. | 37·23 N | 93·48 W |
| 104 | Greenfield | | Oh. | 39·15 N | 83·25 W |
| 120 | Greenfield | | Tn. | 36·08 N | 88·45 W |
| 89 | Greenfield Park | | Can. (Montréal In.) | 45·29 N | 73·29 W |
| 107 | Greenhills | (grēn-hĭls) | Oh. (Cincinnati In.) | 39·16 N | 84·31 W |
| 75 | Greenland | (grēn'lănd) | N. A. | 74·00 N | 40·00 W |
| 112 | Green Mtn. | | Or. (Portland In.) | 45·52 N | 123·24 W |
| 115 | Green Mountain Res. | | Co. | 39·50 N | 106·20 W |
| 105 | Green Mts. | | Vt. | 43·10 N | 73·05 W |
| 154 | Greenock | (grēn'ŭk) | Scot. | 55·55 N | 4·45 W |
| 106 | Green Pond Mtn. | (pŏnd) | NJ (New York In.) | 41·00 N | 74·32 W |
| 105 | Greenport | | NY | 41·06 N | 72·22 W |
| 111 | Green River | (grēn rĭv'ĕr) | Ut. | 39·00 N | 110·05 W |
| 111 | Green River | | Wy. | 41·32 N | 109·26 W |
| 111 | Green R., Blacks Fk. | | Wy. | 41·08 N | 110·27 W |
| 111 | Green R., Hams Fk. | | Wy. | 41·55 N | 110·40 W |
| 120 | Greensboro | (grēnz'bûro) | Al. | 32·42 N | 87·36 W |
| 120 | Greensboro | (grēns-bûr'ō) | Ga. | 33·34 N | 83·11 W |
| 121 | Greensboro | | NC | 36·04 N | 79·45 W |
| 104 | Greensburg | (grēnz'bûrg) | In. | 39·20 N | 85·30 W |
| 116 | Greensburg | (grēns-bûrg) | Ks. | 37·36 N | 99·17 W |
| 105 | Greensburg | | Pa. | 40·20 N | 79·30 W |
| 120 | Greenville | (grēn'vĭl) | Al. | 31·49 N | 86·39 W |
| 117 | Greenville | | Il. | 38·52 N | 89·22 W |
| 120 | Greenville | | Ky. | 37·11 N | 87·11 W |
| 214 | Greenville | | Lib. | 5·01 N | 9·03 W |
| 98 | Greenville | | Me. | 45·26 N | 69·35 W |
| 104 | Greenville | | Mi. | 43·10 N | 85·25 W |
| 120 | Greenville | | Ms. | 33·25 N | 91·00 W |
| 121 | Greenville | | NC | 35·35 N | 77·22 W |
| 104 | Greenville | | Oh. | 40·05 N | 84·35 W |
| 104 | Greenville | | Pa. | 41·20 N | 80·25 W |
| 121 | Greenville | | SC | 34·50 N | 82·25 W |
| 120 | Greenville | | Tn. | 36·08 N | 82·50 W |
| 117 | Greenville | | Tx. | 33·09 N | 96·07 W |
| 106 | Greenwich | | Ct. (New York In.) | 41·01 N | 73·37 W |
| 148 | Greenwich | (grĭn'ĭj) | Eng. (London In.) | 51·28 N | 0·00 |
| 117 | Greenwood | (grēn'wŏod) | Ar. | 35·13 N | 94·15 W |
| 107 | Greenwood | | In. (Indianapolis In.) | 39·37 N | 86·07 W |
| 120 | Greenwood | | Ms. | 33·30 N | 90·09 W |
| 121 | Greenwood | | SC | 34·10 N | 82·10 W |
| 121 | Greenwood (R.) | | SC | 34·17 N | 81·55 W |

ăt; finăl; rāte; senāte; ärm; ăsk; sofa; fâre; ch-choose; dh-as th in other; bē; ĕvent; bĕt; recĕnt; cratĕr; g-go; gh-guttural g; blt; ĭ-short neutral; ride; κ-guttural k as ch in German ich;

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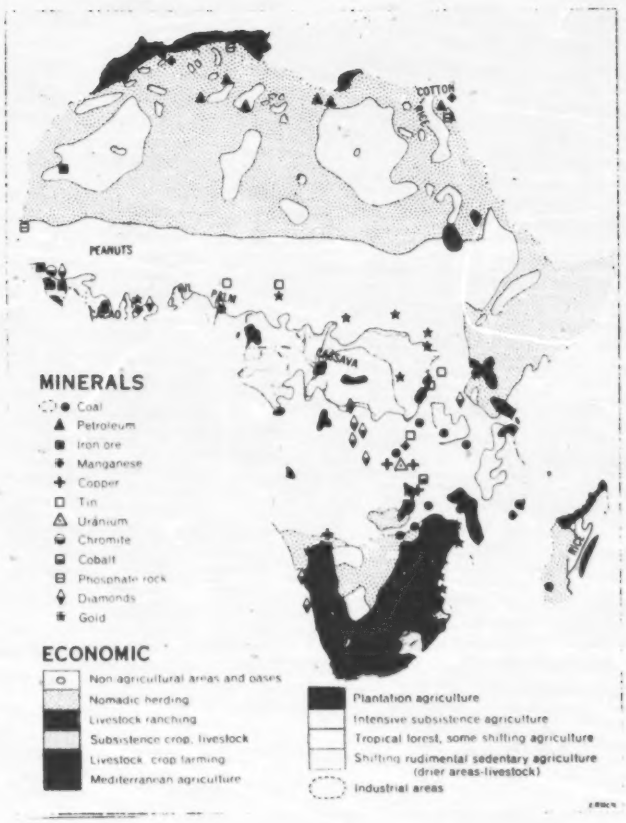


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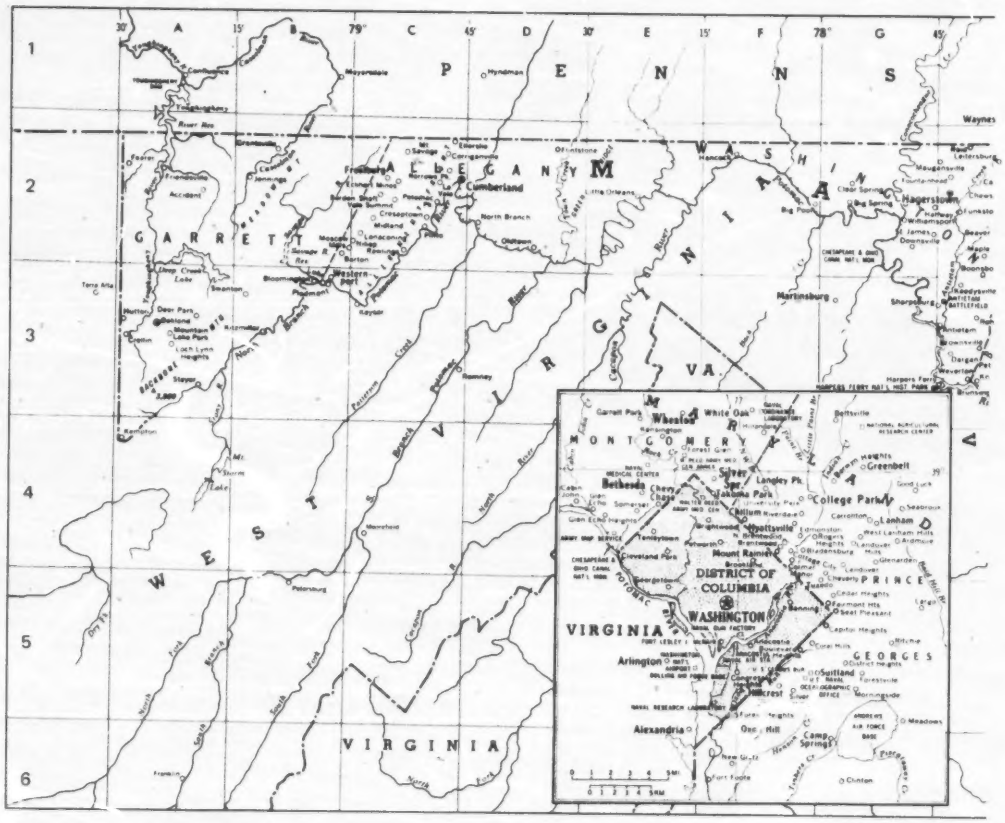
**MARYLAND**

**COUNTIES**

| | |
|---|---|
| Allegany 84 044 | C 2 |
| Anne Arundel 297 539 | M 4 |
| Baltimore 621 077 | M 3 |
| Baltimore (city county) 905 758 | M 3 |
| Calvert 20 682 | M 6 |
| Caroline 19 701 | P 5 |
| Carroll 98 096 | K 2 |
| Cecil 53 291 | P 2 |
| Charles 47 678 | K 6 |
| Dorchester 29 486 | O 7 |
| Frederick 84 927 | J 3 |
| Garrett 21 476 | A 2 |
| Harford 115 378 | N 2 |
| Howard 61 911 | L 4 |
| Kent 16 146 | O 3 |
| Montgomery 522 809 | J 4 |
| Prince Georges 660 567 | L 5 |
| Queen Annes 18 422 | P 4 |
| Saint Marys 47 388 | M 7 |
| Somerset 18 924 | R 8 |
| Talbot 23 682 | O 5 |
| Washington 103 829 | G 2 |
| Wicomico 54 236 | R 7 |
| Worcester 24 442 | S 8 |

**CITIES and TOWNS**

| Zip | Name/Pop. | Key |
|---|---|---|
| 21001 | Aberdeen 12 375 | O 2 |
| 21008 | Abingdon 3 000 | N 3 |
| 21520 | Accident 237 | A 2 |
| 20807 | Accokeek 450 | L 6 |
| 21710 | Adamstown 265 | H 3 |
| 21810 | Alion 200 | R 7 |
| † 21043 | Ailwyn 2 314 | L 4 |
| * 21401 | Annapolis (cap ⑩ 29 592 | M 5 |
| 20701 | Annapolis Junction 775 | M 4 |
| † 21782 | Antietam 150 | H 3 |
| 20608 | Aquasco 950 | L 6 |
| † 20785 | Ardmore 500 | G 4 |
| † 20015 | Aspen Hill 16 798 | K 4 |
| * 21201 | Baltimore 905 758 | M 3 |
| | Baltimore 12 070 670 | M 3 |
| 21607 | Barclay 187 | P 4 |
| 20703 | Barnesville 162 | J 4 |
| 20610 | Barstow 500 | M 6 |
| 21521 | Barton 723 | B 2 |
| † 21901 | Bayview 290 | P 2 |
| 21014 | Bel Air® 6 307 | N 2 |
| 20811 | Bel Alton 675 | L 7 |
| † 21662 | Belleview 300 | O 6 |
| 20705 | Bellsville 8 912 | G 3 |
| 20812 | Benedict 700 | M 6 |
| 21811 | Berlin 1 942 | T 7 |
| † 20740 | Berwyn Heights 3 934 | G 4 |
| 20014 | Bethesda 71 621 | E 4 |
| 21609 | Bethlehem 200 | P 6 |
| 21610 | Betterton 327 | O 3 |
| 21611 | Bishops Head 250 | D 7 |
| 21813 | Bishopville 300 | T 7 |
| 21814 | Bivalve 450 | P 7 |
| 20710 | Bladensburg 7 488 | G 4 |
| 21523 | Bloomington 235 | B 3 |
| 21713 | Boonsboro 1 410 | H 2 |
| † 21532 | Borden Shaft 208 | B 2 |
| 21020 | Boring 283 | L 2 |
| † 20027 | Boulevard Heights 500 | F 5 |
| † 20678 | Bowens 250 | M 6 |
| 20715 | Bowie 35 028 | L 4 |
| 20720 | Boyds 300 | J 4 |
| 21612 | Bozman 500 | N 5 |
| 20613 | Brandywine 525 | L 6 |
| 20722 | Brentwood 3 426 | F 4 |
| 21715 | Brownsville 185 | H 3 |
| 21716 | Brunswick 3 566 | H 3 |
| 21717 | Buckeystown 400 | J 3 |
| 21718 | Burkittsville 221 | H 3 |
| 20730 | Burtonsville 3 000 | L 4 |
| 20618 | Bushwood 675 | L 7 |
| 21023 | Butler 150 | M 2 |
| 20731 | Cabin John 2 500 | E 4 |
| 20619 | Calvert 350 | M 7 |
| † 20705 | Calverton 6 453 | L 4 |
| 21613 | Cambridge® 11 595 | O 6 |
| 20031 | Camp Springs 22 776 | G 6 |
| 20027 | Capitol Heights 2 852 | G 5 |
| 21024 | Cardiff 510 | N 2 |
| † 20780 | Carrollton 13 395 | G 4 |
| 21025 | Carrollton 174 | L 2 |
| † 21034 | Castleton 675 | N 2 |
| † 21788 | Catoctin Furnace 516 | J 2 |
| 21228 | Catonsville 54 812 | M 3 |
| 21720 | Cavetown 325 | H 2 |
| 21913 | Cecilton 581 | P 3 |
| † 20767 | Cedar Grove 300 | K 4 |
| † 20027 | Cedar Heights 6 049 | G 5 |
| 21617 | Centreville® 1 853 | O 4 |
| 21916 | Chance 500 | P 8 |
| 20621 | Chaptico 300 | M 7 |
| 21914 | Charlestown 721 | P 2 |
| 20622 | Charlotte Hall 200 | M 7 |
| 21027 | Chase 900 | N 3 |
| 20623 | Cheltenham 950 | L 6 |
| † 21921 | Cherry Hill 214 | P 2 |
| 20732 | Chesapeake Beach 934 | N 6 |
| 21915 | Chesapeake City 1 031 | P 2 |
| 21619 | Chester 952 | N 5 |
| 21620 | Chestertown® 3 476 | O 4 |
| 20785 | Chevery 6 696 | G 4 |
| 20015 | Chevy Chase 16 424 | E 4 |
| 21721 | Chewsville 350 | H 2 |
| 20783 | Church 35 656 | F 4 |
| 21623 | Church Hill 247 | O 4 |
| 21028 | Churchville 500 | N 2 |
| 21624 | Claiborne 150 | N 5 |
| 20734 | Clarksburg 600 | J 4 |
| 21029 | Clarksville 500 | L 4 |
| 21722 | Clear Spring 499 | G 2 |
| 20624 | Clements 800 | L 7 |
| 20735 | Clinton 1 900 | G 6 |
| 21030 | Cockeysville 2 900 | M 3 |
| 20740 | College Park 26 156 | G 4 |
| † 20722 | Colmar Manor 1 715 | F 4 |
| 21917 | Colora 500 | O 2 |
| 20626 | Cortons Point 310 | M 8 |
| 21043 | Columbia 8 815 | L 5 |
| 20627 | Compton 500 | M 7 |
| 21918 | Conowingo 150 | O 2 |
| 21723 | Cooksville 497 | K 3 |
| † 20027 | Coral Hills 7 105 | G 5 |
| 21625 | Cordova 365 | O 5 |
| 21524 | Corriganville 850 | C 2 |
| † 20722 | Cottage City 993 | F 4 |
| † 20611 | Cox Station (Be-Aton) 675 | L 7 |
| † 21788 | Creagerstown 240 | J 2 |
| 21525 | Crellin 500 | A 3 |
| 21502 | Cresaptown 1 731 | C 2 |
| 21817 | Crisfield 3 078 | P 9 |
| 21627 | Crocheron 150 | O 8 |
| 21113 | Crofton 4 478 | M 4 |
| 21032 | Crownsville 1 900 | M 4 |
| 21628 | Crumpton 375 | P 4 |
| 21502 | Cumberland® 29 724 | D 2 |
| 20750 | Damascus 2 638 | K 3 |
| 20628 | Dameron 500 | N 8 |
| 21820 | Dames Quarter 300 | P 8 |
| † 25425 | Dargan 245 | H 3 |
| 21034 | Darlington 800 | N 2 |
| 20760 | Darnestown 950 | J 4 |
| 21035 | Davidsonville 250 | M 5 |
| 20751 | Deale 1 059 | M 5 |
| 21821 | Deal Island 800 | P 8 |
| 21550 | Deer Park 310 | A 3 |
| * 19940 | Delmar 1 191 | R * |
| 21629 | Denton® 1 561 | P 5 |
| 20855 | Derwood 450 | K 4 |
| 20753 | Dickerson 500 | J 4 |
| 20028 | District Heights 8 424 | G 5 |
| † 21710 | Doubs 273 | J 3 |
| † 21795 | Downsville 255 | G 2 |
| 20630 | Drayden 450 | N 8 |
| † 21154 | Dublin 366 | N 2 |
| 21222 | Dundalk 85 377 | N 3 |
| † 20868 | Eagle Harbor 200 | M 6 |
| † 21146 | Earleigh Heights 1 500 | M 4 |
| 21631 | East New Market 251 | P 6 |
| 21601 | Easton® 6 809 | O 5 |
| 21528 | Eckhart Mines 900 | C 2 |
| 21040 | Edgewood 8 551 | N 3 |
| † 20781 | Edmonston 1 441 | F 4 |
| † 21784 | Eldersburg 1 739 | L 3 |
| 21920 | Elk Mills 500 | P 2 |
| † 21901 | Elkton® 6 965 | P 2 |
| 21921 | Elkton® 5 362 | P 2 |
| 21529 | Ellerslie 950 | C 2 |
| 21043 | Ellicott City® 9 506 | L 3 |
| 21727 | Emmitsburg 1 532 | J 2 |
| 21221 | Essex 38 193 | N 3 |
| 21824 | Ewe 350 | O 9 |
| † 21620 | Fairee 300 | O 4 |
| † 20027 | Fairmont Heights 1 972 | G 5 |
| 21047 | Fallston 617 | N 2 |
| 21632 | Federalsburg 1 911 | P 6 |
| 21061 | Ferndale 9 929 | M 4 |
| 21048 | Finksburg 950 | L 3 |
| 21634 | Fishing Creek 595 | N 7 |
| 21530 | Flintstone 395 | D 2 |
| † 20907 | Forest Glen 1 900 | F 4 |
| † 20601 | Forest Heights 3 600 | F 5 |
| 21050 | Forest Hill 450 | N 2 |
| † 20028 | Forestville 16 152 | G 5 |
| † 20013 | Fort Foute 700 | F 6 |
| † 20735 | Fort Washington 1 650 | L 6 |
| † 21740 | Fountain Head 2 029 | H 2 |
| † 21760 | Foxville 400 | J 2 |
| 21784 | Frederick® 23 641 | J 3 |
| 21053 | Freeland 500 | M 2 |
| 21531 | Friendsville 566 | A 2 |
| 21157 | Frizzellburg 300 | K 2 |
| 21532 | Frostburg 7 327 | C 2 |
| 21826 | Fruitland 2 315 | R 7 |
| 21734 | Funkstown 1 051 | H 2 |
| 20760 | Gaithersburg 8 344 | K 4 |
| 21635 | Galena 361 | P 3 |
| 21054 | Gambrills 460 | M 4 |
| 20766 | Garrett Park 1 258 | E 3 |
| 21055 | Garrison 950 | L 3 |
| 20767 | Germantown 260 | J 4 |
| 21829 | Girdletree 850 | S 8 |
| 20801 | Glenarden 4 502 | G 4 |
| 21057 | Glen Arm 350 | N 3 |
| 21061 | Glen Burnie 38 608 | M 4 |
| 20768 | Glen Echo 297 | E 4 |
| † 20013 | Glen Echo Heights 2 025 | E 4 |
| 21737 | Glenelg 400 | L 3 |
| 21071 | Glyndon-Reisterstown 14 037 | L 3 |
| 21636 | Goldsboro 231 | P 4 |
| † 20715 | Good Luck 10 584 | G 4 |
| † 21788 | Graceham 300 | J 2 |
| † 21163 | Granite 950 | L 3 |
| 21536 | Grantsville 517 | B 2 |
| 21638 | Grasonville 1 182 | O 5 |
| 20770 | Greenbelt 18 199 | G 4 |
| 21132 | Green Haven 1 841 | M 4 |
| 21072 | Greenmount 325 | L 2 |
| 21639 | Greensboro 1 173 | P 5 |
| 21740 | Hagerstown® 35 862 | G 2 |
| † 21740 | Halfway 6 106 | G 2 |
| † 20850 | Halpine 5 912 | K 4 |
| 21074 | Hampstead 961 | L 2 |
| 21750 | Hancock 1 832 | F 2 |
| 21201 | Hanover 500 | M 4 |
| † 21787 | Harney 250 | K 2 |
| 21078 | Havre de Grace 9 791 | O 2 |
| 21830 | Hebron 705 | R 7 |
| 21080 | Hennyton 400 | L 3 |
| † 21111 | Hereford 680 | M 2 |
| 21753 | Highfield 500 | J 2 |
| † 20901 | Hillandale 19 520 | F 4 |
| † 20001 | Hillcrest Heights 24 037 | F 5 |
| 21641 | Hillsboro 177 | P 5 |
| 20636 | Hollywood 500 | M 7 |
| 21642 | Hoopersville 300 | O 7 |
| 20637 | Hughesville 500 | L 6 |
| 20639 | Huntingtown 450 | M 6 |
| 21643 | Hurlock 1 056 | P 6 |
| † 21864 | Hursley Station (Stockton) 500 | S 8 |
| 20734 | Hyattstown 150 | J 3 |
| * 20780 | Hyattsville 14 998 | F 4 |
| 20640 | Indian Head 1 350 | K 6 |
| 21644 | Ingleside 180 | P 4 |



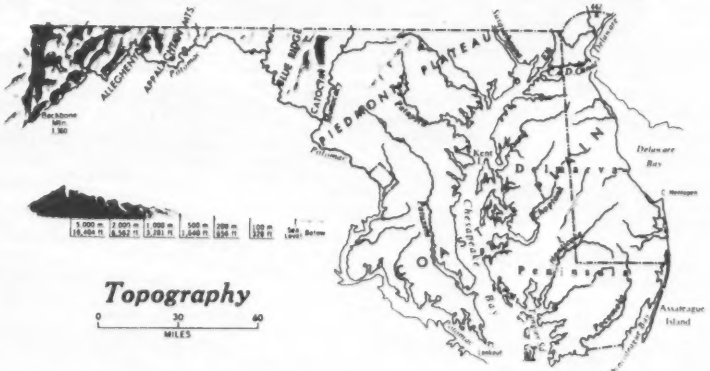




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Illustration 19. *SUBJECT INDEX TO CHILDREN'S MAGAZINES*
(Abbreviations and Index)

Abbreviations of Magazines Indexed

Am Girl - AMERICAN GIRL
Ariz Highw - ARIZONA HIGHWAYS
Art & Man - ART & MAN
Arts & Act - ARTS AND ACTIVITIES
Badger Hist - BADGER HISTORY
Beaver - THE BEAVER
Boys' Life - BOYS' LIFE
Canadian Ch M - CANADIAN CHILDREN'S MAGAZINE
Child D - CHILDREN'S DIGEST
Child Life - CHILD LIFE
CHILDREN'S PLAYMATE: See Playmate
Co-ed - CO-ED
Cricket - CRICKET
Curious Nat - CURIOUS NATURALIST
Current Ev - CURRENT EVENTS
Current H-1 - CURRENT HEALTH 1
Current Sci - CURRENT SCIENCE
Daisy - DAISY
Ebony Jr - EBONY JR!
Explorer - SCHOLASTIC NEWS EXPLORER
EYE - MY WEEKLY READER EYE
Highlights - HIGHLIGHTS FOR CHILDREN
Horn Bk - HORN BOOK
Humpty D - HUMPTY DUMPTY'S MAGAZINE FOR LITTLE CHILDREN
Ill. Hist - ILLINOIS HISTORY
Jack & Jill - JACK & JILL
Jr Schol - JUNIOR SCHOLASTIC
Ks Sch Nat - KANSAS SCHOOL NATURALIST
Md Conserv - MARYLAND CONSERVATIONIST
Md Mag - MARYLAND MAGAZINE
Model Airpl N - MODEL AIRPLANE NEWS
MY WEEKLY READER, Ed. 4: See Parade
MY WEEKLY READER, Ed. 5: See EYE
Nat Canada - NATURE CANADA
Nat Geog M - NATIONAL GEOGRAPHIC MAGAZINE
Nat Geog World - NATIONAL GEOGRAPHIC WORLD
Nat Wildlife - NATIONAL WILDLIFE
News Cit - SCHOLASTIC NEWS CITIZEN
NEWS EXPLORER: See Explorer
News Trails - SCHOLASTIC NEWS TRAILS
NewsTime - SCHOLASTIC NEWSTIME
Owl - OWL MAGAZINE
Pacific S - PACIFIC SEARCH
Parade - MY WEEKLY READER NEWS PARADE
Pet News - PET NEWS
Pict Ed - PICTORIAL EDUCATION
Playmate - CHILDREN'S PLAYMATE
Plays - PLAYS
Pop Mech - POPULAR MECHANICS
Pop Sci - POPULAR SCIENCE
Ranger Rick - RANGER RICK'S NATURE MAGAZINE
Read - READ
Roots - ROOTS
Sci World - SCIENCE WORLD
Search - SCHOLASTIC SEARCH
Sprint - SCHOLASTIC SPRINT
Sr Schol - SENIOR SCHOLASTIC
Sr Wkly R - SENIOR WEEKLY READER
Texas Hist - TEXAS HISTORIAN
Wee Wisdom - WEE WISDOM
Weewish Tree - WEEWISH TREE
Wis. Trails - WISCONSIN TRAILS
World Extra - KNOW YOUR WORLD EXTRA
Yorker - THE YORKER
Young Athlete - YOUNG ATHLETE
Young Miss - YOUNG MISS
Young World - YOUNG WORLD
Your World - YOU AND YOUR WORLD
Zoonooz - ZOONOOZ

#easy reading material

Abbreviations for Months

| | | | |
|---|---|---|---|
| Ja - January | Ap - April | Jl - July | O - October |
| F - February | My - May | Ag - August | N - November |
| Mr - March | Je - June | S - September | D - December |

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Roaming Africa's Unfenced Zoos. By W. Robert Moore. 353-380, Mar. 1950
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The Wild Animals in My Life. By William M. Mann. 497-524, Apr. 1957
Contents: Animals of the National Zoological Park
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Wildlife In and Near the Valley of the Moon. By H. H. Arnold. Photos by Paul J. Fair. 401-414, Mar. 1950

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Wolves Versus Moose on Isle Royale. By Durward L. Allen and L. David Mech. 200-219, Feb. 1963
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Ethiopia Yields First "Family" of Early Man. By Donald C. Johanson. Photos by David Brill. 790-811, Dec. 1976
Exploring 1,750,000 Years Into Man's Past. By L. S. B. Leakey. Photos by Robert F. Sisson. 564-589, Oct. 1961
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Ice Age Man, the First American. By Thomas R. Henry. Paintings by Andre Durenceau. 781-806, Dec. 1955
In Search of Man's Past at Lake Rudolf. By Richard E. Leakey. Photos by Gordon W. Gahan. 712-734, May 1970
The Leakey Tradition Lives On. By Melvin M. Payne. 143-144, Jan. 1973
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Lifelike Man Preserved 2,000 Years in Peat. By P. V. Glob. 419-430, Mar. 1954
Preserving the Treasures of Olduvai Gorge. By Melvin M. Payne. Photos by Joseph J. Scherschel. 701-709, Nov. 1966
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Skull 1470. By Richard E. Leakey. Photos by Bob Campbell. 819-829, June 1973
Vanished Mystery Men of Hudson Bay. By Henry B. Collins. 669-687, Nov. 1956
Included: Dorset Eskimos, Sadlermiuts
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